

Missouri Professional Development Guidelines

for

Student Success



Developed by a statewide advisory committee
in cooperation with the Missouri Department of
Elementary and Secondary Education
Division of Teacher Quality and Urban Education
Revised 2001



Notes



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Dear Developer:

Few professionals are given the opportunity to design and develop continuous learning communities in schools. Your role as a developer in your district is awesome! By your careful planning and actions, more teachers and children will be learning at higher levels.

With the passage of Senate Bill 380, we collectively acknowledged the importance of on-going professional development for all educators. The 1% funds are the floor of opportunity for you to grow the profession. We estimate that if we collectively pooled all the resources available for professional development that most Missouri teachers would have between \$1,500-\$2,500 per teacher available. Please use this money wisely. Our children are depending on us.

These guidelines are intended for use by professional development chairs, committees, administrators and teachers as they collaboratively plan for the standards-based, job-embedded, content-rich, data-driven professional development for their districts. The last edition of the guidelines were published in 1997. We have grown immensely in our knowledge and practice. The current guidelines deepen and strengthen our impact on student achievement through professional development. Remember professional development is not the ornament of school reform and improvement. It is the engine!

These newly formatted guidelines contain the most recent information about best practices in professional development. I hope your committee will study the video tape, the contents of the guidelines and will attend to the many opportunities provided through the local Regional Professional Development Centers (RPDCs). In addition, we now have many electronic tools available to support your effort. For example, *PD101* is an online course (www.morpd.org) for persons interested in understanding how to be more effective developers. Also, don't forget the Missouri Staff Development Council (MSDC) with its 800+ members and their annual spring conference.

Finally, we want to thank the design team that put these guidelines together. The many people and organizations who worked on this effort model not only our best practices, but the collaboration necessary to move our culture ahead. As we look back over the progress of our collective work in forming learning organizations in our schools, you should be proud of the many accomplishments we have achieved. Please join our state in ensuring high levels of learning in all schools through the focused efforts of all developers.

Sincerely,

L.Celeste Ferguson, Ph.D.
Assistant Commissioner, Teacher Quality and Urban Education

Douglas G. Miller, Ph.D.
Coordinator of Professional Development

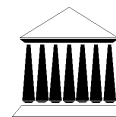
A large, light gray graphic of a classical building facade, featuring a triangular pediment supported by several columns. The text is centered within this graphic.

SECTION I

**MISSION,
MANDATES,
AND REGULATIONS
FOR PROFESSIONAL DEVELOPMENT**



Notes



I. MISSION, MANDATES, and REGULATIONS FOR PROFESSIONAL DEVELOPMENT

Notes

A. Mission of Professional Development

Supporting teachers in their continual efforts to improve instruction so that each student may achieve at higher levels in the public schools is the mission of professional development. School board members, administrators, and teachers are encouraged to keep this mission clearly in mind when making decisions pertaining to district-level and building-level professional development. Final decisions regarding professional development should support the primary goal of improving instruction to improve learning. This mission has ongoing implications for sustained training in effective classroom practices, authentic instruction, instructional leadership, technology and assessment.

Educators derive benefits from pursuing both individual and organizational interests. Technology transfer, collegial exchanges, enhanced content knowledge, and skill development can all contribute to increasing both individual and organizational capacities.

Professional educators continually reflect on their practices and develop and articulate their beliefs about teaching and learning while improving classroom practices. This requires time and opportunities for observing and practicing new ways of teaching, learning, and networking in and out of the classroom. Sustained training to develop and hone teaching skills is a worthy goal for teachers and can be supported with professional development monies.

To develop a strong, well-organized, successful professional development program, teachers, administrators, and school board members must work as a team. Everyone must be totally committed to the improvement of instruction for enhanced and sustained learning. Collaboration will promote conversation about the best available research utilized in teaching, learning, and leadership. Accessing resources from the local community, higher education, and the state will enhance the improvement process. Effective systemic reform and reculturing will ensure that each student learns well, applies his/her knowledge, and continues achieving in and out of school.

To align local professional development efforts with state guidelines, consider the following critical questions:

- Does the professional development plan directly relate to the district Comprehensive School Improvement Plan (CSIP) and the 3rd Cycle Missouri School Improvement Plan (MSIP) professional development standards?
- Is each professional development activity consistent with the vision and the goals of the district's professional development program?
- Does each professional development offering enhance the participants' repertoire of skills and content knowledge?
- Does each professional development activity involve active learning processes?
- Does each professional development offering lead to improvement of teaching practice?
- Does each professional development offering eventually help students become better and more efficient learners?



Notes

B. MISSOURI MANDATES AND REGULATIONS

1. Statutory Authority for Professional Development

A. Excellence In Education Act of 1985

Section 168.405.2.

2. There is hereby created the “Principal-Administrator Academy” under the auspices of the department of elementary and secondary education. The academy is not a single institution, but an organizational framework for a wide array of educational and training programs for school leaders that may be conducted at several sites in the state by the department of elementary and secondary education, individually or through contract.

Effective Date: September 1, 1988

Key Provisions:

- ⇒ The academy is an organization with the ability to operate from several different sites.
- ⇒ The academy may offer a wide array of educational and training programs for school leaders.
- ⇒ The academy may offer professional development to individuals or contract others to offer professional development.

Sections 168.400.4(1) (2) & 5 RSMo.

4. Beginning teacher assistance programs established under this section shall include, but need not be limited to, the following provisions:
- Such programs shall require each school district to provide a plan of professional development for the first two years of teaching for any teacher who does not have prior teaching experience. The professional development plan shall include assistance from a professional development committee, which is hereby established in each school district, which committee shall work with beginning teachers and experienced teachers in identifying instructional concerns and remedies; serve as a confidential consultant upon a teacher’s request; assess faculty needs and develop in-service opportunities for school staff; and present to the proper authority faculty suggestions, ideas, and recommendations pertaining to classroom instruction within the school district. The members of each professional development committee shall be selected by the teachers employed by the school district in question. The professional development plan may include guidance from a district designated faculty member employed at a grade level comparable to the instructional grade level of the beginning teacher, and such other forms of assistance which the school district may choose to offer.



- ❑ Such programs shall include assistance from the teacher education program which provided the teacher's training if such training was provided in a Missouri college or university. Such assistance from the college or university may include retraining, internship, counseling, and in-service training.
- ❑ The practicing teacher assistance programs established under this section shall include, but need not be limited to, programs of professional development and improvement as provided for experienced teachers by the professional development committee; and professional growth opportunities as provided by the local school district for all practicing teachers.

Effective Date: September 1, 1988

Key provisions:

- ➡ Each district must provide a plan of professional development, with assistance from the professional development committee, for a teacher's first two years of teaching.
- ➡ The professional development committee is charged with four responsibilities:
 - (a) identify instructional concerns and remedies
 - (b) serve as a confidential consultant upon a teacher's request
 - (c) assess faculty needs and develop inservice opportunities for school staff
 - (d) present to the proper authority faculty suggestions, ideas, and recommendations pertaining to classroom instruction
- ➡ Members of the professional development committee are to be selected by teachers currently employed by the district.
- ➡ The professional development committee is to work with both beginning and experienced teachers.
- ➡ Beginning teachers who have graduated from Missouri teacher preparation programs shall receive assistance from the teacher education program which provided the teacher training.

Questions and Answers

What qualifies as prior teaching experience?

Prior teaching experience is having had two full years (not necessarily consecutive) of teaching experience under a regular teacher contract in a public school system.

Can a teacher get credit for teaching experience in a public school in another state?

Yes.



Notes

If a beginning teacher in Missouri graduated from a college in another state, must he/she receive teaching assistance from the university from which he/she graduated?

No.

Must Professional Development Committee (PDC) membership be limited to classroom teachers?

No. Counselors, librarians, coordinators, directors, principals, superintendents, and any other certificated staff member may serve on the committee if selected by teachers.

May non-certified staff be members of the Professional Development Committee (PDC)?

Teachers may select non-certificated staff members to serve on the PDC; *however, staff development for non-certified staff is not an allowable expenditure for the mandatory one percent professional development monies.* If a district intends to allocate additional funds beyond the mandatory one percent to support training for non-certified staff and they want the Professional Development Committee (PDC) to assist in planning this training, then non-certified staff members could serve on the PDC.

Does “entry year” mentor program apply to teachers new to the district, teachers new to teaching, teachers who change subject matter, or all of these?

Certification standards require only those teachers **new** to teaching who have not taught a full year in a public school to participate in the “entry year” mentor program. A second year of mentoring is recommended.

Must teachers have an Individual Professional Development Plan (IPDP) for the first two years of teaching?

An Individual Professional Development Plan (IPDP) is required throughout the time that a teacher has a Professional Certificate I (PC I) or Professional Certificate II (PC II). *(The sample IPDP can be found in Appendix E).*

Note: Since a teacher must have a professional development plan until a Continuous Professional Certificate (CPC) is received it would be at least ten years, but the choice to review the Professional Certificate II (PC II) could be made. In that case a professional development plan would be needed for a longer period of time. *(For more information, refer to certification guidelines, discussed later in this section, page 17, and Appendix E).*

Must teachers joining the public system from a private school prepare a Professional Development Plan (PDP) even though they have taught at least one year in a private school?

Yes.

Does a teacher who is teaching with temporary certification need a mentor and a professional development plan for two years?

Yes. During the first year of teaching in a public school, a teacher must



have a mentor and must write a Professional Development Plan (PDP). The teacher must also write a Professional Development Plan (PDP) the second year.

In selecting Professional Development Committee (PDC) members, does the entire district staff vote, or can individual schools elect PDC members?

School systems may use whatever methods they wish to select Professional Development Committee (PDC) members; however, members must be selected by teachers. Consideration should be given to including specialized staff such as Title I, Gifted, Special Education, etc.

What type of follow-up assistance are universities required to provide?

The law is not specific. However, section 4.(2) does specify “retraining, internships, counseling, and in-service training.”

Can a district Professional Development Committee (PDC) meet and vote on items without an administrative advisor present?

Yes. However, Professional Development Committee (PDC) work must be done in consultation with district administration. A close working relationship should be established among teachers and the district administration as they work to plan professional development activities aligned to that district’s Comprehensive School Improvement Plan (CSIP).

Is training for the PDC required?

Training is not required; however, it is highly recommended.

Is the PDC responsible for helping all new teachers in the district create their individual plan or is this the responsibility of the new teacher and mentor?

The PDC should create a “generic plan” that can be used by all new teachers. The mentor should then work with the teacher to develop his/her unique goals. For example, the PDC may establish a new teachers’ orientation pertaining to district and school policies, while mentors work individually with teachers to enhance classroom management skills, instructional strategies, content knowledge, etc.

How can special education (Comprehensive System of Personnel Development) (CSPD) professional development plans be incorporated into the District’s Professional Development Plan? (DPDP)

Missouri, consistent with the requirement of Individuals with Disabilities Education Act, provides special education funds for personnel/development/training. Each school district is allotted ten dollars per child, per the district’s December 1 special education child count for professional development for special education staff. Each school district addresses in its Compliance Plan how these professional development funds will be used. In addition to these locally available funds, state special education funds support state projects and outreach services, providing support and technical assistance for special education programs and personnel.



Notes

B. The Outstanding Schools Act of 1993

SB380, Section 7; RSMo

7.1 Beginning with fiscal year 1994 and for all fiscal years thereafter, in order to be eligible for state aid distributed pursuant to section 163.031, RSMo., a school district shall allocate one percent of monies received pursuant to section 163.031, RSMo., exclusive of categorical add-ons, to the Professional Development Committee (PDC) of the district as established in subdivision (1) of subsection 4 of section 168.500 RSMo. Of the monies allocated to the PDC in any fiscal year as specified by the subsection, seventy-five percent of such funds shall be spent in the same fiscal year for purposes determined by the professional development committee.

163.021.5. No school district shall receive state aid pursuant to section 163.031, if such district was not in compliance, during the preceding school year, with the requirement, established pursuant to section 7 of this act, to allocate revenue to the Professional Development Committee (PDC) of the district.

This Act is very important because, while The Excellence in Education Act of 1985 remains in effect, The Outstanding Schools Act of 1993 (SB380) changes the emphasis and the process for professional development. The Excellence in Education Act of 1985 recognized the need for teachers to grow professionally. The intent was to establish professional development opportunities for beginning and established teachers as individuals.

This latest legislation, The Outstanding Schools Act of 1993 (SB380), by its title, calls for a shift in practice. The emphasis is now on individual growth, systemic improvement, and increased student performance.

How, then, can the school system provide professional development training for its teachers so that students will become better achievers? Instead of emphasizing individual professional development based on a random needs assessment, the emphasis is on focused professional development for the entire school system. The Outstanding Schools Act of 1993 (SB380) also recognizes the importance of collaboration among the Professional Development Committee (PDC), the administration, and the board of education; thus, the language “of the monies allocated to the Professional Development Committee (PDC) . . .

such funds shall be spent . . . for purposes determined by the professional development committee after consultation with the administrators of the school district and approved by the local board of education as meeting the objectives of a school improvement plan of the district that has been developed by the local board.”

Although, all professional development must be tied to the objectives of the Comprehensive School Improvement Plan (CSIP), needs assessments are still appropriate, particularly when focused on the CSIP. The Excellence in Education Act of 1985 also specified that faculty suggestions, ideas, and recommendations are



to be presented to the proper authority while the Outstanding School Act of 1993 (SB380) specifies the importance of consultation with the administration and the necessity for board approval.

From these acts, Missouri has developed an indepth, organized, systemic approach to professional development. Professional development must have a specific, clear focus for school improvement which helps students become high achievers and successful in school.

Effective date: August 28, 1993

Key provisions:

- ➡ A district must allocate one percent of the state funds received through the school foundation program, exclusive of categorical add-ons, to the Professional Development Committee (PDC) for the professional development of certified staff.
- ➡ Seventy-five percent of the one percent must be spent in the fiscal year that the one percent is received.
- ➡ Purposes for expending the mandated professional development funds are to be determined by the Professional Development Committee (PDC) in consultation with administrators and approved by the local school board.
- ➡ Professional development expenditures under this section shall be spent for the purpose of meeting the objectives of a Comprehensive School Improvement Plan (CSIP) of the district as developed by the board.
- ➡ The penalty for not complying with the requirements is loss of state aid during the next school year.

Questions and Answers

Must the twenty-five percent carryover money be spent the next year?

Although not specifically addressed by law, the Department of Elementary and Secondary Education (DESE) guidelines specify that it must be spent first in the following year.

By what date must seventy-five percent to one-hundred percent be spent?

Generally, bills must be paid by June 30 of the current year.

What does “after consultation with the administrators of the school district” mean?

Teachers on the Professional Development Committee (PDC) and administrators should discuss, consider, and agree upon all aspects of the District’s Professional Development Plan (DPDP). Ideally, administrative representatives work on the PDC as non-voting members, so that collaboration occurs as the plan is developed. If elected by teachers, the administrator is a voting member. Otherwise, the administrator serves as a non-voting member or a consultant.



Notes

What does the law mean by “a school improvement plan?”

The intent of the law is that the set-aside funds be used for professional development designed to help districts meet the objectives of their Comprehensive School Improvement Plans (CSIPs), using the Missouri School Improvement Program (MSIP) as a model or guide. The law does not specify that the plan must be aligned to MSIP, but it would not be practical to have two plans: MSIP plan and a separate school improvement plan.

Must a new district professional development plan be written each year?

Professional development plans may be drafted for one year at a time or for multi-year periods with annual reviews, revisions, and updates.

Must the professional development plan be approved by the board each year?

Yes. After the Professional Development Committee (PDC) has devised a new plan or reviewed, revised, and updated the previous year’s plan in consultation with the administration, it must be presented to the board for approval.

Is an end-of-the-year report required?

An end-of-the-year report is not required, but is recommended to provide feedback for the staff and the board. Annual program evaluation is always essential for future planning.

How will compliance for the expenditure of Professional Development Committee (PDC) funds be monitored?

During each Missouri School Improvement Program (MSIP) on-site review, the visiting team will review the Professional Development Plan (PDP), interview teachers, and reach a conclusion with respect to whether the district is in compliance with the statute. Annually, districts will report the expenditures under this provision separately from other expenditures on the Annual Secretary of the Board Report (Form FD/5, Function 2214). Regular audit reports may be required to include compliance statements.

What is the penalty if a district fails to allocate and expend the required amounts for professional development?

The district will not receive state aid under the foundation program during the following year.

Does the one percent foundation formula apply to money received specifically for summer school?

No.

Can more money be spent on professional development than one percent of the foundation money?

Definitely. Districts are encouraged to support professional development with additional monies whenever possible. Certainly district funds should be set aside for the development of non-certificated staff since one percent monies cannot be used for non-certificated staff. In addition, districts are encouraged to explore



additional federal and state funds for professional development such as Title I, Technology Acquisition and Enhancement, and video funds. Districts are also encouraged to secure competitive grants which also provide professional development funds.

Who writes the Comprehensive School Improvement Plan (CSIP)?

This plan should be a collaborative plan written by administrators, teachers, patrons and students. The local board of education is responsible for approval of this plan. No one person should write the plan.

Should the plan be made public to all district staff?

The CSIP should be public to all staff and patrons.

Can local boards reject the Professional Development Committee's (PDC's) Professional Development Plan (PDP)?

Yes. If this happens, the Professional Development Committee (PDC) must consult with the administration, make adjustments to the plan, and resubmit it to the local board of education for approval.

2. Missouri School Improvement Program-Third Cycle (MSIP)

THIRD CYCLE MISSOURI SCHOOL IMPROVEMENT PROGRAM (MSIP) STANDARDS FOR PROFESSIONAL DEVELOPMENT

The Missouri School Improvement Program (MSIP) includes a review of the school district's professional development program. Working with district administrators, Professional Development Committees (PDCs) must provide documentation in several areas. (*Refer to Appendix A to review MSIP standards that address professional development*).



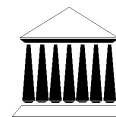
Notes



3. REPLACE THIS PAGE WITH YOUR SCHOOL DISTRICT'S COMPREHENSIVE SCHOOL IMPROVEMENT PLAN (CSIP). (Guidance in preparing a CSIP can be found by using the following DESE web site: <http://www.dese.state.mo.us/divschsvc/msip/index.html>)



Notes



4. TEACHER CERTIFICATION

The Professional Development Committee (PDC) can be of service to district teachers by helping them work toward upgrading certification. This can be accomplished in at least two ways: (1) develop a strong mentoring program which emphasizes that mentors assist new teachers; (2) whenever possible, provide professional development opportunities that are consistent with the district Comprehensive School Improvement Plan (CSIP) and simultaneously helpful to teachers striving to meet certification upgrade standards.

About Missouri Teaching Certificates

The teaching certificate is the official license to teach in the state of Missouri. According to state statute (Section 168.011 RSMo), a valid certificate is required for teachers in Missouri public schools. Two copies of the teaching certificate are provided. The superintendent's copy is to be on file with an employing school district, and the teacher's copy should be retained for his/her personal file. The teacher must make sure that the superintendent's copy is returned when he/she leaves a school's employment. The teacher must examine the certificate carefully and report any errors to the Teacher Certification Office, Missouri Department of Elementary and Secondary Education at (573) 751-0051. The DESE web site for certification is <http://www.dese.state.mo.us/divurbteached/teachcert/certclass.html>

REVOCATION

The Missouri State Board of Education may refuse to issue or renew, or may suspend or revoke a certificate of license to teach upon satisfactory proof of incompetency, cruelty, immorality, drunkenness, neglect of duty, annulment of a written contract, or upon conviction of a felony or crime involving moral turpitude.

CLASSIFICATION

- **LIFETIME** Prior to September, 1988, applicants who met all requirements were issued a lifetime certificate, except in Vocational Education.
- **VOCATIONAL** Two- or five-year certificates are issued in this area to be used in approved vocational schools at the secondary, postsecondary, or adult level.
- **ADMINISTRATION** Five- or ten-year certificates are issued for Elementary, Middle School, or Secondary Principals; Superintendents; Special Education Directors; and Vocational Education Directors.
- **GUIDANCE** Five- or ten-year certificates are issued for Elementary and/or Secondary Counselors; School Psychological Examiners, and School Psychologists.
- **PROVISIONAL** Two-year nonrenewable provisional certificates are issued to teachers who lack a few hours of meeting all the requirements for full certification. The largest number of provisional certificates are issued to teachers who are adding an additional area of certification or to teachers moving into Missouri from another state. Provisional certificates are only issued at the request of the employing Missouri school district.



Notes

➡ **PROFESSIONAL** Since September, 1988, applicants who have met all requirements for certification have been issued a professional classification. This three-level plan is designed to encourage professional growth during the first ten years of your career. Assignment of the classification is based upon the number of years of approved teaching experience. The three levels of professional classification are:

- ❑ Professional Certificate I (PC I): less than three years of approved teaching experience
- ❑ Professional Certificate II (PC II): a minimum of three years of approved teaching experience
- ❑ Continuous Professional Certificate (CPC): a minimum of ten years of approved teaching experience and a master's degree in education or in an area of certification

Teachers holding lifetime certificates in other areas will enter under the appropriate level of professional classification for any new area(s) of certification.

Substitute Certificates are issued for a period of one school year. A substitute certificate may be granted to applicants who have completed a minimum of 60 semester hours of credit from a regionally accredited college/university. All applicants must complete a background check. Substitute certificates are applied for by an employing Missouri Public School District.

A person who holds a valid Missouri elementary or secondary certificate(s) (life, professional, or provisional) is not restricted to any specific number of days of substitute teaching except: (1) a retired teacher who is receiving retirement benefits is limited to a total of 550 clock hours of substitute teaching each school year, and (2) classification and accreditation standards require the person filling a teaching position on a continuing basis to be appropriately certificated for the area of service.

Ph. D. Route to Certification provides for a teaching certificate to be granted to an individual who has earned a doctor of philosophy degree from a college or university accredited by a regional accreditation agency. The certificate is limited to the major area of the applicant's post-graduate agency and must be in a subject area for which there is a Missouri teaching certificate. This must be applied for by a Missouri Public School District.

Alternative Route to Certification was developed to provide an opportunity for college graduates to teach at the secondary level although they have not completed a teacher education program. This certification is offered through an approved college/university and includes specific qualifications for acceptance. It also requires employment with a district prior to being accepted into the college's alternative program.

Special Assignment Certification refers to teaching certificates issued to individuals who are employed by a school district in which there is a documented critical need identified by the district and approved by the Department of Elementary



and Secondary Education (DESE). This must be applied for by an employing Missouri Public School District.

REVISED CERTIFICATION PLAN (Effective May 1, 1993)

PROFESSIONAL CERTIFICATE I (PC I)

Teachers who hold this **three-year** certificate are required to

- ☐ Participate in an entry-year mentor program
- ☐ Develop and implement a professional development plan
- ☐ Complete 30 clock hours of inservice training
- ☐ Participate in performance-based teacher evaluations
- ☐ Participate in a beginning-teacher assistance program sponsored by a college or university
- ☐ Complete three years of approved teaching experience

The Professional Certificate I (PC I) is nonrenewable; requirements must be satisfied to upgrade to the Professional Certificate II (PC II) level. If requirements cannot be met, an extension or reissue may be granted.

PROFESSIONAL CERTIFICATE II (PC II)

Teachers who hold this **seven-year** certificate are required to

- ☐ Continue following a professional development plan
- ☐ Complete 30 additional clock hours of inservice training
- ☐ Complete 12 semester hours of academic credit*
- ☐ Participate in performance-based teacher evaluations
- ☐ Complete seven years of approved teaching experience

Teachers may renew the Professional Certificate II (PC II) an unlimited number of times by repeating the requirements every seven years.

**Teachers who have earned a master's degree in education or in an area of certification are exempt from the 12 semester-hour requirement.*

CONTINUOUS PROFESSIONAL CERTIFICATE (CPC)

This **ten-year** certificate is issued to those who

- ☐ Complete all requirements at the Professional Certificate II (PC II) level
- ☐ Have a minimum of ten years of approved teaching experience
- ☐ Have a master's degree in education or an area of certification

Consult DESE home page at <http://services.dese.state.mo.us> for current information regarding teacher certification.

Teachers may renew the CPC an unlimited number of times by submitting the appropriate form to the state's teacher certification office. More information concerning the Revised Certification Plan is available through the Teacher



Notes

Certification Office, Department of Elementary and Secondary Education (DESE), phone number (573) 751-0051.

***REFER TO APPENDIX B FOR ADDITIONAL INFORMATION
ON CERTIFICATION.***

**5. SHOW ME STANDARDS, CURRICULUM FRAMEWORKS, AND
ASSESSMENT SYSTEM**

The following sections of the Outstanding Schools Act of 1993 (SB380) provide for the development and implementation of academic standards, curriculum frameworks, and a primarily performance-based assessment. All three of these mandates have direct implication for professional development.

Because the standards require students to show what they know, teachers must be able to provide a variety of learning experiences and teaching techniques to support student success. Professional Development Committees (PDCs) must identify professional development opportunities that support teachers as they provide a balance between traditional and hands-on, authentic learning experiences for students.

Writing and implementing a standards-based curriculum creates a need for professional development. The local Professional Development Committee (PDC) through the local plan and budget can support curriculum development and instructional techniques needed to implement a standards-based curriculum.

The development of a primarily performance-based assessment system will affect the way student achievement is measured. Using a three-part assessment, students must show what they know and are able to do with their knowledge in the subject areas identified by the law. For students to have the best opportunity for success, Missouri educators must understand and competently use performance assessment techniques in conjunction with other assessment options. Assisting teachers in understanding and successfully integrating performance assessment techniques into their instructional practices is another consideration for Professional Development Committees (PDCs).

The link between professional development and successful implementation of these mandates is clear. The goal of the standards, frameworks, and performance-based assessment system is twofold: to improve the quality of instruction and to increase student achievement.

**(a) The Outstanding Schools Act of 1993
SB380, Sections 3 and 4 RSMo.**

Section 3.1. By rule and regulation, and consistent with the provisions



contained in section 6 of this act, the state board of education shall adopt no more than seventy-five academic performance standards which establish the knowledge, skills, and competencies necessary for students to successfully advance through the public elementary and secondary education system of this state; lead to or qualify a student for high school graduation; prepare students for post-secondary education or the workplace or both; and are necessary in this era to preserve the rights and liberties of the people.

Section 3.2. The academic performance standards are to be developed and recommended to the State Board of Education by “work groups” composed of professionals with expertise in the subject areas, a majority of whom must be active classroom teachers selected by professional teachers’ organizations of the state. Other teachers may also be appointed to the work groups by the State Board of Education.

Section 3.3. The State Board of Education shall develop written curriculum frameworks that may be used by school districts. Such curriculum frameworks shall incorporate the academic performance standards adopted by the State Board of Education pursuant to subsection 1 of this section. The curriculum frameworks shall provide guidance to school districts but shall not be mandated for local school boards in the adoption or development of written curricula as required by subsection 4 of this section.

Section 3.4. No more than one year after the State Board of Education publishes state curriculum frameworks, each local school board shall adopt or develop a written curriculum designed to ensure that students attain the knowledge, skills, and competencies established by the academic performance standards. Local boards are encouraged to adopt or develop curricula that are rigorous and ambitious, but are not required to use the state curriculum frameworks. Local boards may also establish academic performance standards in addition to those established by the state.

Section 4.1. Consistent with the provisions contained in section 6 of this act, the state board of education shall develop a statewide assessment system that provides maximum flexibility for local school districts to determine the degree to which students in the public schools of the state are proficient in the knowledge, skills, and competencies adopted by such board pursuant to subsection 1 of section 3 of this act. The statewide assessment system shall assess problem solving, analytical ability, evaluation, creativity, and application ability in the different content areas and shall be performance-based to identify what students know, as well as what they are able to do and shall enable teachers to evaluate actual academic performance. The assessment system shall neither promote nor prohibit rote memorization and shall not include existing versions of tests approved for use pursuant to the provisions of section 160.257, RSMo, nor enhanced versions of such tests. The statewide assessment shall measure, where appropriate by grade level, a student’s knowledge of academic subjects including, but not limited to, reading skills, writing skills, mathematics skills,



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world and American history, forms of government, geography, and science.

Section 4.2. The assessment system shall only permit the academic performance of students in each school in the state to be tracked against their own prior performance.

Section 6.1. In developing the assessment system, the State Board of Education must consider the work done by other states, recognized regional and national experts, professional education discipline-based associations, and other professional education associations. The Board must adopt work that has been done by a consortia of other states and may contract with such a consortia to develop and implement the assessment program.

(b) The “Show Me” Standards

All Missourians are eager to ensure that graduates of Missouri public schools have the knowledge, skills, and competencies essential to leading productive, fulfilling, and successful lives as they continue their education, enter the workforce, and assume their civic responsibilities. Schools need to establish high expectations that will challenge all students to reach their maximum potential. To that end, the Outstanding Schools Act of 1993 (SB380) called together master teachers, parents and policy-makers from around the state to create Missouri academic standards. Each of six educator groups comprised of approximately 25 educators representing elementary, secondary, vocational/technical and higher education; and those representing the educational needs of disadvantaged students, students with disabilities, and gifted students worked on the development of the standards.

The Show-Me Standards were reviewed by the State Board of Education, two ad hoc committees appointed by the State Board of Education for that purpose, the Commission on Performance led by former Governor Mel Carnahan, and the teachers of the state through their professional development committees. The standards were also subject to public comment sessions at hearings across Missouri in January, 1996, before they were finally approved by the State Board that same month. The standards are built around the belief that the success of Missouri’s students depends on both a solid foundation of knowledge and skills and the ability of students to apply their knowledge and skills to the kinds of problems and decisions they will likely encounter after they graduate.

The academic standards incorporate and strongly promote the understanding that active, hands-on learning will benefit students of all ages. By integrating and applying basic knowledge and skills in practical and challenging ways across all disciplines, students experience learning that is more engaging and motivating. Such learning stays in the mind long after the tests are over, and acts as a springboard to success beyond the classroom.



The standards are not organized as a curriculum. Rather, they serve as a blueprint from which local school districts may write challenging curriculum to help all students achieve their maximum potential. Missouri law assures local control of education. Each school district will determine how its curriculum will be structured and the best methods to implement that curriculum in the classroom.

These 73 standards are intended to define what students should learn by the time they graduate from high school. There are 33 performance standards listed under four broad goals, and 40 knowledge standards. (*The Show Me Standards can be found in Appendix C*).

(c) The Curriculum Frameworks For Curriculum Development

Effective with the 2000-2001 school year, school districts must have all curricular areas cross-referenced with the Show-Me Standards. Curriculum revision will be an ongoing process.

Curriculum Frameworks are developed as resources to:

- ☐ Assist districts in developing curriculum consistent with the Show-Me Standards
- ☐ Indicate what students should know and be able to do at the end of grades 4, 8, and 12
- ☐ Support teachers in providing high-quality learning experiences for all students
- ☐ Suggest examples of hands-on/real-world activities and classroom performance assessments
- ☐ Suggest effective learning and teaching strategies supported by research and practice
- ☐ Provide examples of quality student work requiring both knowledge and the application of that knowledge

Curriculum Frameworks are not:

- ☐ Required by law for district use
- ☐ Detailed lesson plans or curricula
- ☐ Items on which all students must be tested
- ☐ Directives for uniform programs or textbook adoption
- ☐ Mandates for inclusion of specific teaching methods or programs

To meet the academic standards through a well-organized approach to curriculum will still necessitate the involvement of all students. The following are offered as suggested strategies to help all students become more engaged in learning:



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- ☐ Use a multisensory approach to teaching and learning, including auditory, visual, and hands-on techniques
- ☐ Present concepts in several ways linking them to what students already know and checking frequently for understanding
- ☐ Model learning strategies and encourage students to talk about their own thinking and learning processes
- ☐ Teach students how to organize their thoughts using drawings, charts, outlines, thumbnail sketches; and computer-generated flow charts, spread sheets, and databases, etc.
- ☐ Encourage students to use technology as a user-friendly tool for learning
- ☐ Use questions and approaches that require inquiry, problem solving, and the synthesizing of ideas
- ☐ Provide equal opportunities for all students to participate in class activities
- ☐ Adapt materials to accommodate students with special needs
- ☐ Provide real-life and work applications of what students should know and be able to do
- ☐ Develop a classroom assessment program that allows all students to show what they know and can do

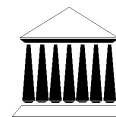
A copy of the curriculum frameworks can be obtained on the DESE Web site or by calling, (573) 751-4234, the Missouri Department of Elementary and Secondary Education (DESE), Division of Instruction.

(d) Student Assessment

According to the law, as indicated earlier, the Missouri Assessment Program (MAP) must possess specific characteristics.

MAP:

- ☐ must assess problem-solving, analytical ability, evaluation, creativity, and application;
- ☐ must measure ability in the different content areas;
- ☐ must neither promote nor prohibit rote memorization;
- ☐ must measure, where appropriate by grade level, students' knowledge of academic subjects, including but not limited to, reading, writing, and math skills; world and American history; forms of government; geography; and science.

**Notes**

The Missouri Assessment Program (MAP) is in place and all districts are required to participate. The following table lists each subject and the grade level at which it is administered.

Math	4, 8, 10
Communication Arts	3, 7, 11
Science	3, 7, 10
Social Studies	4, 8, 11
Health/Physical Ed.	5, 9
Fine Arts	5

Annual Missouri Assessment Program (MAP) results for districts will be sent on CDs and Clear Access software can be used to analyze the data. All districts are provided one copy of Clear Access software if they attend training to use the software. The number to call with questions/comments regarding Missouri's assessment system is The Missouri Department of Elementary and Secondary Education Assessment Section at 1-800-845-3545. The web site is <http://www.dese.state.mo.us/divinstr/curriculum>.



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II. PROFESSIONAL DEVELOPMENT ROLES AND RESPONSIBILITIES

A. Support For Professional Development

Since members of the community have the right to expect school improvements as a result of professional development, it is important that administrators, Professional Development Committees (PDCs), and teachers use professional development monies prudently. It is critical that professional development monies be used to support only those results-driven, high quality professional development activities which support the school district's current Comprehensive School Improvement Plan (CSIP). Unless professional development activities improve teaching practices and student learning, they should not be scheduled. The best way to demonstrate to the public that professional development for teachers is important to the success of students is to document evident that student learning correlates to professional development received.

B. Role of the Department of Elementary and Secondary Education (DESE)

The Department's role is to model effective professional development meetings, workshops, and conferences while supporting statewide school efforts for improving and implementing professional development. The Department provides support through state funding, state initiatives and technical assistance.

C. Role of the School Board

Local school board commitment is essential to the success of the professional development program. If not already accomplished, each board should adopt a written policy that clearly states its commitment to professional development for beginning and practicing teachers which leaves no doubt that it values professional development. In addition, district policy should reflect the district's vision for ongoing, systematic professional development that improves and aligns curriculum, instruction, and assessment.

The board's professional development policy should support the Professional Development Committee (PDC) as they plan and provide professional development opportunities designed to meet objectives of the district's Comprehensive School Improvement Plan (CSIP). The policy should address the following:

- the Professional Development Committee (PDC)
- assessment of teachers' needs and instructional concerns
- implementation of plans to meet those needs
- beginning teacher programs
- professional development plans for new teachers



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- the expectation that Missouri teacher-training institutions will provide follow-up for beginning teachers

(Model School Board policies can be found in Appendix D.)

D. Role of the Administration

Professional Development Committees (PDCs) are not intended to replace principals or district administrators as instructional leaders. The committees should work with principals and other administrators to meet teachers' needs and help move schools closer to their instructional goals. Administrators are encouraged to support staff in the use of appropriate data.

In Professional Learning Communities at Work (Richard DuFour and Robert Eaker, p. 199), the tenth guideline on "The Role of the Principal in a Professional Learning Community" states:

"Recognize that continuous improvement requires continuous learning. Principals of professional learning communities understand that the continuous improvement of a school requires ongoing learning on the part of all the people within it. Therefore, they are committed to the professional development and renewal of each staff member. They are attentive to the content, process, and context of effective professional development practices. They help to establish external resources and networks that support and stimulate innovation in the school. They work with staff to ensure that opportunities for learning are not limited to special events or programs but rather are embedded in the daily work routine. They understand that developing the ability of others is one of their most important responsibilities."

The importance of principals in the professional development process cannot be overlooked. Principals can be the key to creating optimal conditions for teacher learning and student learning. According to Ann Lieberman (1995) principals should collaborate with teachers as partners, support teachers and "create opportunities for them to grow." Professional Development leaders at all levels recommend that teachers and principals work together on Professional Development Committees (PDCs), to determine the needs of teachers and administrators alike..

A staff development program cannot be effective without active involvement of school administrators. The administration is responsible for working with and helping the board of education establish goals and objectives for the district. In fulfilling this responsibility, the administration must solicit input from all those who make up the educational community, so that goals and objectives can most effectively address the needs of the district.



The Interstate School Leaders Licensure Consortium (ISLLC) in: Standard 2 states:

“A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.”

Significantly improved student learning does not occur simply because various faculty members participate in staff development activities. Noticeable improved student learning will only come about as a result of clearly defined learning objectives; a carefully designed plan of action involving all affected educators; performance assessment strategies; and appropriate follow-up activities. Facilitating a collaborative planning process that includes teachers, principals, superintendents, and other stakeholders is essential to achieving maximum results. Role issues must not detract from the ultimate goal of improved student learning. All educators must be active learners in the effort to improve student achievement.

E. Role of the Professional Development Committee (PDC)

1. Structure And Membership

The Excellence in Education Act requires each school district to have a Professional Development Committee (PDC). PDCs must work in collaboration with teachers and administrators for continuous school improvement. Some districts, particularly large ones, may choose to have a PDC for each building with one member selected from each committee to serve on the district committee. There is no required number of members for the building committees or the district committee. The number of members will vary with the sizes of schools and districts. Ideally, it is desirable to have all disciplines and grade levels represented, but is often impossible to do so.

Although the law does not specify qualifications for committee members, criteria for Professional Development Committee (PDC) membership can be included in the district's professional development plan or guidelines. For example, the PDC may require that members be certificated since professional development monies are spent on certified staff only.

If it is not practical for Professional Development Committee (PDC) members to be chosen by the faculty as a whole, members could be nominated and elected by colleagues within specific levels and/or disciplines. Subcommittees of the PDC may be elected the same way. It is advisable that at least one subcommittee member serve on the district PDC.

Although committee members must be elected by teachers, teachers may elect the district staff development director and/or other administrators to serve on the committee. In such cases, the staff development director or administrators would be voting members. Otherwise, an administrator should serve on the



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committee as an ex-officio member with no voting privileges. Active involvement of school administrators is important to the implementation of successful staff development programs. This practice promotes communication and should expedite the work of the committee.

Professional Development Committee (PDC) and subcommittee members should elect a chairperson. They may also choose to elect a vice chairperson and a recordkeeper. The PDC should meet as often as needed.

The term of Professional Development Committee (PDC) membership is not specified in the law. Some committee members serve three-year, staggered terms. Some districts recommend that committee members serve at least one year and no more than three staggered terms. New members could be elected in December or January, trained in February or March, and begin service in April. This timeline would provide continuity and give the committee time to plan for the next school year.

Since the law does not specify exactly how the Professional Development Committee (PDC) is to be structured, it becomes important for the committee to develop organizational procedures. Consider the following:

- The number of members on the committee.
- When members should be elected.
- Whether membership is to be proportional/representational of the certificated staff in the district, building, and/or grade levels.
- The process to be used to nominate and elect Professional Development Committee (PDC) members.
- The length of term members will serve.
- Whether there will be a term limit on any level of participation.
- The specific job functions for Professional Development Committee (PDC) officers. (chair, vice-chair, secretary, etc.)
- When and how the election process for the teacher representatives will occur.
- Whether a standing elections sub-committee is needed.
- Whether there will be ex-officio members; and if so, how will they be selected and what will their role be on the committee.
- How the Professional Development Committee (PDC) will maximize collaboration with the administration.
- How often and where the Professional Development Committee (PDC) will meet.
- Whether a building-level Professional Development Committee (PDC) will be needed to determine specific building needs; if so, how membership on those committees will be established.
- Whether funds should be allocated to individual buildings.

(Refer to Appendix F for sample plans reflecting committee structures).



Those who serve as Professional Development Committee (PDC) members should know or come to know:

1. How to identify the roles and responsibilities of the Professional Development Committee (PDC) and how members interface with other “key” people in the district as they relate to the professional development process and plan.
2. How to develop and use effective communication skills, conflict resolution skills, and collaboration strategies with teacher colleagues and administrators.
3. How to consistently treat individuals and teams fairly while employing sound ethics and maintaining confidentiality.
4. How to assess, prioritize, and align the professional development needs and mandates of the teachers, school sites, district, and state.
5. How to access high quality resources to provide services and information to the district.
6. How to incorporate research-based “best practices” into curriculum, instruction, and staff training.
7. How to design and use evaluation strategies to review and refine professional development plans and activities.

2. Member Training

If Professional Development Committees (PDCs) are to be effective, they must plan, implement and evaluate their professional development programs. To accomplish this they may wish to seek help from one or more of the following services: the RPDC (www.morpd.org); The Leadership Academy PD Series; PD 101 at www.cite.nwmissouri.edu; the Show Me Professional Development Conference; colleges; universities; associations; and organizations.

The topics for Professional Development Committee (PDC) member training may include:

- ☐ The **roles and responsibilities** of committee members in assisting both beginning and practicing teachers defined by statute and district policy. In addition, the roles of other key people in the professional development process should be discussed.



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- ☐ **Guidelines** and suggestions for effective group interaction including the committee's role in improving communication among teachers, administrators, and higher education representatives. Conversations, panel discussions, and round table discussions could be planned.
- ☐ The **ethical responsibilities** of members including the need for confidentiality.
- ☐ Effective **assessment methods** for determining learning needs of practicing teachers, and how to use assessment information to establish priorities.
- ☐ Good **resources** (people and publications) that provide information and services related to professional development. For example, the *Standards for Staff Development* from the *National Staff Development Council* (NSDC) are an excellent resource for Professional Development Committee (PDC) member training. (*See Appendix G-1*)
- ☐ Effective **tools** for evaluating professional development activities in order to promote teacher development and improve student learning.
- ☐ An overview of **theoretical foundations of teaching and learning** to help committee members design programs for their districts.
- ☐ **Needs** identified in the district's Comprehensive School Improvement Plan (CSIP).
- ☐ National, state, and district **models of school improvement**.
- ☐ **Case studies** of best practices.
- ☐ **Characteristics** of effective staff development.
- ☐ **Effective models** of staff development.
- ☐ Principles of **adult learning** and **group dynamics**.
- ☐ Stages of **change**.
- ☐ Data based **decision-making**.



F. RESPONSIBILITIES OF THE PROFESSIONAL DEVELOPMENT COMMITTEE (PDC)

Notes

1. Missouri's Mandate

Professional Development Committees (PDCs) were first created by the Excellence in Education Act of 1985 (Sections 168.400.4(1)(2) & f, RSMo.). *(The text of this law can be found in Section I of this document).* School districts' Professional Development Committees (PDCs) were charged with four major responsibilities in this law:

- Identify instructional concerns and remedies for beginning and experienced teachers;
- Serve as a confidential consultant upon a teacher's request;
- Assess faculty needs and develop in-service opportunities for certified school staff; and
- Present to the proper authority, faculty suggestions, ideas, and recommendations pertaining to classroom instruction within the school district. The proper authority to approach with suggestions, ideas, and recommendations about instruction varies from district to district depending on who coordinates curriculum.

The concept of **confidential consultant** requires some discussion. The district-level committee is charged with helping teachers grow professionally. Any committee-teacher interaction should be characterized by trust not secrecy. Thus, matters discussed by a teacher and the Professional Development Committee (PDC) would be held in confidence, but would not be considered "privileged information." The courts have ruled that only doctors, lawyers, and clergy have a legal right to privileged information.

With the passage of The Outstanding Schools Act of 1993 (SB380), Professional Development Committee (PDC) responsibilities changed from an emphasis on meeting individual teacher needs to meeting district needs as identified in the district's Comprehensive School Improvement Plan (CSIP). Also, rather than presenting suggestions, ideas, and recommendations to the proper authority, this bill specifically directs the PDC to consult with the administrator(s) and then obtain board approval.

Professional development has become a priority in Missouri schools as evidenced in the financial support mandated by law. *(The current law is quoted in Section I of these guidelines).* According to The Outstanding Schools Act of 1993 (SB380), some of the responsibilities of Professional Development Committees (PDCs) include:



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- ☐ Consulting with administrators,
- ☐ Determining purposes for expending professional development monies,
- ☐ Securing school board approval for expenditures that meet district's Comprehensive School Improvement Plan (CSIP) objectives,
- ☐ And expending at least seventy-five percent of the annually allotted money for professional development no later than June 30 of the current fiscal year.

(Additional information regarding budget is provided in Section III).

2. Discussion of Professional Development Committee (PDC) Responsibilities

The purpose of a Professional Development Committee (PDC) is to ensure that the yearly Professional Development Plan (PDP) for teacher growth and development align to the yearly goals of the district's Comprehensive School Improvement Plan (CSIP). The responsibilities listed in the law could be expanded to include the items in the following list:

- ☐ Implement beginning teacher assistance program.
- ☐ Work collaboratively with administrators to develop a district professional development plan that will be presented to the board of education for approval.
- ☐ Align the plan with the professional development budget.
- ☐ Determine instructional needs.
- ☐ Communicate results of instructional needs assessment to total staff.
- ☐ Read, study, and discuss research on instructional practices and quality professional development.
- ☐ Based on this information and in consultation with administrators, design professional development programs to meet those needs.
- ☐ Communicate the final plan to the total staff (teachers and administrators).
- ☐ Deliver the staff development programs or arrange for their delivery.
- ☐ Evaluate the effectiveness of programs and implement appropriate suggestions.
- ☐ Serve as confidential consultant to teachers when requested.
- ☐ Research other district professional development funding and blend funds currently available within the district for coordination of resources.



3. Outline of Responsibilities

(A) Needs Assessment

Experts recommend that a needs assessment be viewed NOT as a simplistic time-specific, task-specific activity such as a survey. Rather it should be considered as a continuous, data-driven, and ever-changing means of keeping the district responsive to current and future needs. The frequency, the methods, and the scope of the assessment need to be considered within the perspective of need, time, resources, and other district initiatives (i.e. new curricula, Missouri School Improvement Program (MSIP) concerns and reports). A broad, comprehensive process may take as long as six to eight months and should be implemented every few years. Intervening assessments may be very focused and specific involving considerably less time and collection of information. Routine, general assessments often have a negative effect on staff and provide minimal value to the Professional Development Committee's (PDC's) work.

Regardless of the scope and breadth of the assessment, the following steps should be considered:

(1) Establish domains. What need areas will be considered?

- (a) Communication/information. (Is information available and appropriately communicated among and between administrators, school board members, staff, parents, patrons, and students?)
- (b) Content/instruction. (What do we teach and how do we teach it?)
- (c) Student performance/achievement. (Are all students learning and achieving?)
- (d) Resources and utilization. (What quantity and quality of resources are available and how well are they being used?)
- (e) Organization. (How well are we using time, personnel, space, etc. in our classrooms, schools, and district?)
- (f) Climate. (How do all members of our community feel about their work, roles, and relationships in the district? What level of commitment is evident?)

(2) Determine the population from which to collect data. Who are the people affected by the results of this needs assessment?

- (a) Certificated staff
- (b) Support staff
- (c) Parents
- (d) Students
- (e) Other community members



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(3) Determine data collection procedures. How will we collect the needed data?

It should be noted here that the charge for this task is the responsibility of the Professional Development Committee (PDC), and as part of that responsibility they should become knowledgeable about the variety of assessment sources and the techniques possible for gathering multiple measures of data as they plan for improved instruction and higher student achievement.

It should also be noted here that a frequently forgotten area in the collection design is the lack of any “strength” assessment data. It is important to provide this data if a district is to know, celebrate, and build on the strengths of its schools, staff, students, and community.

- (a) Interviews are key. Individual and interactive groups can be led through this face-to-face question and discussion process.
- (b) Questionnaires/surveys can be designed to offer fixed, well framed questions appropriate to specific groups of stakeholders. These questions must also be appropriate to the scope and focus of the assessment.
- (c) Observations can be made of staff, student or procedural happenings, and specific data can be gathered in such areas as attitudes, interrelationships, timing, and location.
- (d) Archival material can provide already available information on a wide range of targeted areas such as student achievement, discipline and suspension statistics, dropout and transient rates, Missouri School Improvement Program (MSIP) data, resource inventories, personnel accreditations, library checkouts, etc. These data can also support and substantiate information obtained through other methods.

(4) Collect, compile and analyze data. How will we make sense of the data?

- (a) By using and connecting a variety of needs assessment instruments, the committee can develop a more accurate and total picture of the district as it is now, including needs and strengths.
- (b) Both individual and organizational patterns need to be assessed.

(5) Identify nature and magnitude of needs. What do we know from the data?

- (a) The importance of the revealed needs should be considered, as well as the discrepancy or “gap” between the existing state and the ideal state. Priority should be given to those needs that most directly correlate to student learning outcomes.
- (b) The Professional Development Committee (PDC) may need more information even after the assessment is conducted.



(6) Prioritize needs. Where do we begin?

- (a) Criteria for priority ranking should be set in terms that are consistent and relevant to the contextual criteria and goals of the district. Arbitrary criteria that come from political pressures, lobby groups or special interest groups should not rule the process.
- (b) While prioritizing needs is a necessary step for program planning and utilization of resources, it does not mean that only those needs “on top” get attention. It is not necessary to completely meet one need before addressing others. Often needs can be addressed without large allocations of time and resources. The committee should seek ways to address as many needs as possible, especially needs related to teaching and learning.

(7) Set objectives and desired outcomes. What do we want to see happen?

- (a) The improvement outcomes and objectives should be linked directly to the assessment data.
- (b) The activities should ultimately impact student learning and achievement.

(8) Design professional development activities/programs to achieve outcomes. How will we accomplish our desired outcomes?

- (a) Before designing activities and/or programs, it is critical to consider these questions: Why does this need exist? What are the results we hope to achieve through focused professional development to meet this need? What follow-up steps are necessary? Without inquiry the activities and programs designed may be superficial and ineffective.
- (b) As the committee designs activities and programs, it should incorporate on-going methods of evaluation. The results will provide important data for the next assessment and will be a means for linking student achievement to professional development.
- (c) The committee should consider a variety of professional development options in its design. Not all outcomes can be accomplished with a workshop.
- (d) Follow-up activities should be planned and implemented to reinforce teacher learning that can be tied to student learning outcomes.

(9) Communicate the needs assessment results to all stakeholders, linking those results to the desired outcomes of the recommended professional development program.



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(B) Beginning Teacher Assistance

Missouri Mandates and Teacher Certification require professional development programs for beginning teachers who have no prior teaching experience. Collegial support and practical assistance is needed to help beginning teachers improve skills, increase student success, and remain in the profession. Legal requirements/provisions for beginning teachers include:

(1) Professional Development Plan

According to the law, school districts must provide a “professional development plan” for each faculty member who has no teaching experience. A district may delegate this responsibility to the Professional Development Committee (PDC). This plan should be generic in nature, and used as a guide. The mentor will help the beginning teacher develop a specific Individual Professional Development Plan (IPDP).

The plan must address the beginning teacher’s first two years in the classroom. The goals identified in the plan should relate, in part, to the district’s evaluation criteria. The plan also may reflect educational research on effective teaching. However, the purpose of the professional development plan is to assist, not to evaluate, the beginning teacher. The plan must respond to individual needs and take into account the fourth-year college assessment, if provided.

The beginning teacher’s mentor should initiate preparation of the professional development plan. This process should begin as soon as the new teacher is hired by the district. Subsequent planning between the mentor, the building principal, and the beginning teacher should occur prior to or during the first month of the school year. The plan may include goals in areas such as classroom management, understanding district policies, and use of curriculum guides, equipment, and materials.

When appropriate, usually at the beginning of the second semester, the beginning teacher should revise the original professional development plan, tailoring the new goals to his or her needs. To do this, the mentor will meet with and counsel the beginning teacher as needed. Release time and/or compensation for the mentor is encouraged. A professional development team or triad will be formed to help the beginning teacher with the process. This team or triad will consist of the principal, the mentor, and the mentee. The beginning teacher should continue to adjust the plan as experience is gained during the first two years on the job. **Continuing teacher certification in Missouri requires the plan for 10 years.**



Copies of the initial plan and revisions should be kept on file. The Professional Development Committee (PDC) will want to develop a system to monitor the completion of the plan so proper reporting of progress can be established.

Discussions about a professional development plan and a mentoring plan applies to all teachers who have had no teaching experience, including teachers teaching with provisional certification. All Professional Certificate I (PC I) requirements apply to teachers with provisional certification except the 30 clock hours of professional growth which cannot begin until the teacher is no longer teaching on a provisional certificate.

(A sample Individual Professional Development Plan (IPDP) for first and second year teachers can be found in Appendix E).

(2) Mentor Teachers

The Excellence in Education Act of 1985 suggests and the rule for teacher certification (5 CSR 80-800.010) requires that beginning teacher support systems include an entry year mentor program. A second year mentoring program is recommended.

A mentor teacher has been described as a “coach, trainer, positive role model, developer of talent, [and] opener of doors.” The mentor teacher is a “helper,” not an “evaluator.” Discussions between the mentor and the mentee should remain confidential.

Although the law does not specify eligibility criteria, districts may wish to consider several factors when selecting mentors. Experienced teachers who have demonstrated success in the classroom, are open to continued training, and have a positive attitude toward mentoring should be recruited as mentor teachers. Ideally, a mentor would be a faculty member with certification and experience in the same area as the beginning teacher or one teaching at the same grade level as the beginning teacher. Small neighboring districts may consider cooperating to arrange beneficial mentor relationships.

Collaboration should occur between building-level or district-level administrators and the Professional Development Committee (PDC) in making mentor assignments. In some districts the principal identifies and asks teachers to serve as mentors, but it is recommended that the selection be made collaboratively. After selection, the PDC has the responsibility to train mentors in order to help them meet the needs of new teachers. This training might be enhanced by using mentoring programs developed by teacher organizations.



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Thorough, consistent development and continuing support of mentor teachers is very important to the success of the program. A district's Professional Development Committee (PDC), in cooperation with the district's administration, should design, implement and evaluate the mentor program. The program for mentors should address these topics:

- ⇒ The role and responsibilities of the new teacher's professional development team: the new teacher, the mentor teacher, and the supervisor (typically the building principal)
- ⇒ Coaching and counseling techniques
- ⇒ The format and content of the professional development plan (the district and school improvement plans must be considered)
- ⇒ Teacher evaluations including content and process
- ⇒ Problem-solving strategies
- ⇒ Listening and inquiry skills
- ⇒ Resources (people and publications) available to beginning teachers at the district, higher education, regional, and state levels
- ⇒ Peer coaching
- ⇒ Current theories and models of instruction and classroom management

In certain cases, it may be advisable to reassign mentor teachers. For example, if a new teacher wants to work in a second area of certification, a new mentor in that area could be assigned. More importantly, major personality differences or disagreements between a beginning teacher and mentor warrant assignment of a new mentor. In such cases, the principal and the Professional Development Committee (PDC) must work together to protect the dignity of those involved.

Contact your local Regional Professional Development Center (RPDC) for assistance and resources. (*Refer to Appendix K*).

(3) Higher Education Assistance

According to the Excellence in Education Act of 1985, beginning teacher assistance programs **“shall include assistance from the teacher education program which provided the teacher's training if such training was provided in a Missouri college or university.”** However, the Missouri Department of Elementary and Secondary Education (DESE) certification procedures will accept the provision of assistance from any teacher education program at a Missouri college or



university.

The type of assistance and how it is provided should be decided cooperatively by the school district and the higher education institution involved. The district personnel officer may request assistance by notifying the appropriate colleges or universities when graduates of their institutions are hired. Since some graduates will be teaching far from the Missouri institution that prepared them, all higher education institutions have developed reciprocal agreements for follow-up.

(Missouri colleges and universities and their phone numbers are listed in Appendix M). The Missouri Department of Elementary and Secondary Education (DESE) certification procedures will accept reciprocal agreement from out of state higher education institutions.

(C) Practicing Teacher Assistance

Once staff needs have been determined, the district's goals and objectives have been examined, and the district's Comprehensive School Improvement Plan (CSIP) studied, the Professional Development Committee (PDC) sets priorities and prepares a plan for addressing the identified needs and improving classroom instruction in the district. Before finalizing the plan, the Professional Development Committee (PDC) should make sure that the identified needs of the district's Comprehensive School Improvement Plan (CSIP) are incorporated into the overall Professional Development Plan (PDP). Traditionally, tuition reimbursement has been a common expenditure in professional development plans; however, it has rarely contributed to improved student performance. Today, the emphasis of a district professional development plan should be increased student achievement. The heart of the Professional Development Committee (PDC) work must be focused on school improvement as identified by the Missouri School Improvement Program (MSIP) standards, the local board of education goals and objectives, and indicators of student achievement and learning. ***(For further information pertaining to the specifics of the District Professional Development Plan (DPDP), refer to Appendix F).***

The National Staff Development Council (NSDC) published Standards for Staff Development in 1995. The standards are organized by *context, process, and content* at the elementary, middle, and high school levels. These standards provide a foundation upon which Professional Development Committees (PDCs) can assess, plan, design, and evaluate their work. ***(The NSDC standards can be found in Appendix G-1).***



Notes

(D) Communicating the Professional Development Plan to the Faculty

The Professional Development Committee (PDC) will disseminate the district's professional development plan to all staff. A copy should be available in each building. In addition, an ongoing update outlining goals, strategies, assessments, and budget should be made available to district staff.

Questions and Answers

In collecting data to assess professional development needs, would it be appropriate to include discipline reports, drop out information, attendance (both teacher and student), resource inventories, transfers in and out of the district, library circulation, building inventories, etc.?

Yes. This would all fall under the category of *Archival Material*. This information could help the Professional Development Committee (PDC) examine trends which may need addressing through their work.

The district obligates the required 1% of its budget for professional development. At least 75% of that money must be spent during the current fiscal year for professional development, with the remaining 25% held over for the next year if not spent. The district determines they will only budget the required 75% of the 1% for professional development. They plan to use the remaining money for capital improvements. Is this acceptable?

No. All of the 1% professional development monies must be spent for professional development.

Can a principal serve as a mentor?

Yes, but only in extreme circumstances. For example, the principal is the only one with a physics background who can mentor the teacher. In such cases, evaluation must be separated from mentoring. This mentoring relationship is not recommended; rather, a qualified teacher from a neighboring district might better serve as a mentor.



Notes



Notes

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SECTION III

PROFESSIONAL DEVELOPMENT COMMITTEE (PDC) BUDGET



Notes



III. PROFESSIONAL DEVELOPMENT COMMITTEE (PDC) BUDGET

Notes

A. Funding for Professional Development

1. State

The Outstanding Schools Act of 1993 (SB380) indicates that each school district shall allocate one percent of its revenue from the foundation program, exclusive of categorical add-ons, to the Professional Development Committee (PDC) for professional development. Of the monies allocated to the Professional Development Committee (PDC), *seventy-five percent* “shall be spent in the same fiscal year for purposes determined by the Professional Development Committee (PDC) after consultation with the administrators of the school district and approved by the local board of education as meeting the objectives of the Comprehensive School Improvement Plan (CSIP) of the district that has been developed by the local board.” The remaining *twenty-five percent* must also be spent for professional development, but may be carried forward for use in the succeeding year.

To meet the statutory requirements, one-hundred percent of the professional development funds must be:

- (a) used for professional development.
- (b) spent on activities consistent with the District’s Professional Development Plan (DPDP) developed by the District’s Professional Development Committee (PDC) in consultation with administrators.
- (c) clearly related to the objectives of the district Comprehensive School Improvement Plan (CSIP).
- (d) used for activities approved by the Professional Development Committee (PDC) and the board of education.

2. Federal

Federal funds and grants are available to help school districts and their staffs become more informed and more skilled in serving the needs of their students. Although the details of federal professional development funding are not included in this manual, the possibility of obtaining funding from this resource should be explored. For inquiries, call (573) 751-3468. The website is www.dese.mo.us/divinstru/fedprog/grantmgmnt/index/html.



Notes

B. Allowable Expenses for State “One Percent” Funds

It is important that professional development funds be spent wisely. The following are just three examples of unwise use of professional development funds: one time workshops with no follow-up; the expenditure of funds with no clear objective; and the over expenditure of funds for tuition reimbursement. One percent professional development monies should be committed to long term, job-embedded activities which impact student achievement as determined by measurable outcomes.

Although there are certain activities which are allowable expenditures for professional development funds, Professional Development Committees (PDCs) may make policy not to reimburse for those identified allowable items. (For example, under certain conditions, tuition reimbursement is allowable; however, the local Professional Development Committee (PDC) believes that too much of their professional development monies could be spent on the “allowable” tuition reimbursement while realizing very little in the way of measurable student achievement. As a result, unless otherwise dictated by local board policy local Professional Development Committees (PDCs) may determine that there will be no tuition reimbursement or limited reimbursement for courses taken. Local school boards are encouraged to establish a separate line item in the district budget for tuition reimbursement if continuing education is a priority.

Allowable expenditures are as follows:

- 1. Activities for staff with teaching certificates:** Professional development activities can be provided for all staff with teaching certificates. Staff includes teachers, guidance counselors, librarians, administrators, and special teachers such as vocational teachers and special education teachers. Paraprofessionals, cafeteria and maintenance workers, custodians, bus drivers, secretaries, and classroom assistants, for example, do not qualify for professional development funds. However, districts should make a provision for professional development activities for these groups out of the “regular” budget monies.
- 2. Consultant/presenter fees and expenses:** Consultants/presenters may be paid fees and reimbursed for expenses. A local staff presenter can be paid a fee or stipend for the professional development presentation if planning and presentation is done on his/her own time.
- 3. Stipends for:**
 - ☐ Teachers’ participation in curriculum development and related work if the work is done after contracted school time such as evenings, weekends or during the summer apart from district summer school commitments.
 - ☐ Teachers’ work as a member of the professional development committee including any training received for being a Professional Development Committee (PDC) member if the work is done after contracted school



time such as evenings, weekends or during the summer apart from district summer school commitments.

- ☐ Mentor teachers for time spent working with first and second year teachers outside regular contracted school hours.
- ☐ Teachers' participation in professional development and inservice events scheduled and held by the district during the evenings, weekends or summer.

4. Reimbursement for: Travel, food, lodging, and registration fees to in-service training and professional development events.

5. Pay for substitute teachers: Pay for substitute teachers when professional development activities are held during the regular school day.

6. Tuition and fees for selected colleges or university courses to:

- ☐ Eliminate temporary certificates when requested by the district to teach in the area of shortage.
- ☐ Assist a staff member to become certified in another area where teaching help is deemed necessary by the district. For example, consider a teacher one course short of being qualified as a counselor. The district needs another counselor and would like to hire this teacher as a counselor. If approved by Professional Development Committee (PDC) regulations, professional development money could be used to pay for the tuition for this course.
- ☐ Keep teaching certificates current if identified in the district professional development plan.
- ☐ Help progress toward a master's degree or above if identified in the District Professional Development Plan (DPDP) and the degree is in the teacher's subject area.
- ☐ Help enrich subject/grade level teaching.

Note: Caution should be exercised by the Professional Development Committee (PDC) in using a large percentage of its budget on tuition reimbursement. So that total staff improvement built around Comprehensive School Improvement Plan (CSIP) goals can be realized, the Professional Development Committee (PDC) may wish to develop a policy which limits tuition reimbursement to critical certification needs.

7. Library Resources: Only those items used to support professional development goals as specifically identified in the professional development plan may be purchased for professional libraries.



Notes

8. **District Fee to belong to a professional development co-op and professional organizations:** This fee is allowable if the professional development activities are consistent with the goals and activities of the PDC-developed and board-adopted professional development plan of the district.

C. Expenditures for which “One Percent” Funds May Not Be Used:

1. Individual membership dues to associations or organizations
2. Travel, food, lodging, and registration fees to conferences and workshops of general interest which do not support the professional development plan and Comprehensive School Improvement Plan (CSIP)
3. Travel, food, lodging, and registration fees to conferences, workshops, clinics, etc. which pertain to extracurricular activities and sponsorships
4. Equipment and materials for administrative use or for the instruction of students
5. Salaries (Professional development funds may not be used to pay any part of any salary. Also professional development funds may not be used to pay for any student-related activities such as extracurricular activities, sponsorships, summer school or evening school activities.)
6. Travel as a form of professional development
7. Any expenditure of funds for any state or federal program for which monies are already available for professional development. (Example: professional development funds cannot be used to pay the expenses for a Title I activity; however, professional development funds could be used to pay the expenses of a Title I teacher to attend a technology conference planned for the benefit of all teachers.)
8. Training of school board members the Department of Elementary and Secondary Education (DESE) subsidizes the cost of training new school board members through other state-level funding
9. Training of Parents as First Teachers (Professional development funds must be used to train certificated teachers and administrators who are on the district salary schedule and under district contract.)
10. Stipends for teachers working in areas other than curriculum, instruction and/or professional development in preparation for a local Missouri School Improvement Program (MSIP) review (*see MSIP question on page 50.*)
11. Professional development activities for non-certificated staff

If there are questions about what is an allowable expenditure and what is not, clarification can be obtained by calling (573) 526-6650, Director of Professional Development, DESE.



D. Budgeting

Once the professional development plan is complete, allocation of funds to accomplish the goals must be determined. The following procedures may prove helpful:

- List and then prioritize the goals to be addressed for the professional development fiscal year.
- Estimate what percent of the staff would need professional development and how expensive the professional development activities and/or resources would be to accomplish each of the goals.
- Identify a specific amount to be allocated for each of the goals.
- Create a yearly itemized budget to reflect professional development expenditures.

If, after the year progresses, a need occurs to adjust the amount allocated for the accomplishment of the prioritized goals, then such changes can and should be made as agreed upon by the Professional Development Committee (PDC)

E. Accounting for Expenditures

The Outstanding Schools Act of 1993 (SB380) requires that *seventy-five* percent of professional development funds be spent in the year received. The penalty for non-compliance is loss of all state aid. Therefore, a cooperative relationship must exist between the Professional Development Committee (PDC) and school administrators regarding accounting of expenditures. Each district is encouraged to develop a collaborative system to approve expenditures and maintain an accurate accounting of all expenditures.

Questions and Answers:

Can PDC money be used to reimburse costs for graduate classes?

(Refer to Section III, B. 6)

Can administrators be reimbursed for workshops and related travel expenses out of Professional Development Committee (PDC) funds?

Yes, if consistent with the objectives of the Comprehensive School Improvement Plan (CSIP), the District Professional Development Plan (DPDP), and approved by the Professional Development Committee (PDC).

When the professional development plan is presented to the school board, does a budget need to be presented and approved at the same time, or is the budget developed by the committee later?

A budget should be presented as part of the professional development plan.



Notes

Can PDC funds be spent on necessary expenses for training teachers to serve on Missouri School Improvement Program (MSIP) teams including the on-site visit?

Generally, no; however, certificated staff **preparing** in the areas of curriculum, instruction and/or professional development for a local Missouri School Improvement Program (MSIP) review or **serving** on an MSIP review team in those areas may receive a stipend. The Professional Development Committee (PDC) need not approve stipends for teachers working in these areas unless it is feasible and agreeable for the district to pay teachers working in the other MSIP areas an equal stipend out of regular district funds.

Who has the authority to move Professional Development Committee (PDC) funds from one school plan objective to another?

The Professional Development Committee (PDC) has the responsibility to move funds where they are most needed to accomplish the objectives of the Comprehensive School Improvement Plan (CSIP).

Can Professional Development Committee (PDC) funds be used to pay for classes that ultimately lead to certification in other areas? Science teacher to principal? English teacher to counselor? English teacher to math teacher?

If written in the local Professional Development Committee (PDC) guidelines, the PDC may provide for reimbursement for course work in the teacher's field of teaching; however, reimbursement should not otherwise be allowed unless there is a critical need. Board policy may provide for tuition reimbursement outside these stated guidelines; however, when that is the case, the board must reimburse for this course work using district funds rather than the one percent professional development funds. (*Refer to Section III, B. 6*)

Must administrator travel be presented to the Professional Development Committee (PDC) for approval?

All expenditures of the one percent professional development monies must be approved by the Professional Development Committee (PDC).

Can Professional Development Committee (PDC) money pay for a coaching clinic if an objective is written toward it?

No. Coaching clinics are intended to help people become better coaches. Professional development monies are to be used for the improvement of classroom instruction. Although there are topics in coaching, cheerleading, and business clinics, for example, that could be used in the classroom, classroom instruction is not the focus of the clinic.

Can the superintendent override the Professional Development Committee (PDC) decisions regarding expenditures that the PDC determines have no relevance to the professional development goals?

No. The law (*Refer to page 7, The Outstanding Schools Act of 1993*) makes it clear that the Professional Development Committee (PDC) is to consult with the administration, but the PDC is responsible for approval of fund expenditures under the aegis of the board.

**Can professional development monies be used to pay a stipend to a teacher for being a mentor?**

A stipend can be paid to a mentor for time spent working with a mentee outside regular school hours or if the mentor is giving up planning time to work with a mentee. A teacher cannot receive a stipend if he/she is fulfilling career ladder obligations by serving as a mentor.

Can professional development monies be used to pay a stipend for curriculum development?

Yes. Only if teachers are working on curriculum outside the regular school hours and are not receiving career ladder credit for their work, they may receive a stipend.

Can professional development monies be used to send Title I teachers to a Title I focused conference?

No, Title I funds must be used for that purpose.

Should there be written documentation of requests which were approved and denied?

Yes. A form should be developed for applicants to complete. If the request is denied, there should be a space where the reason for denial is stated with documentation that the request was reviewed by committee. The form should be signed by the chairperson or other appropriate person. Copies of all requests should be kept on file.

Can a Title I teacher be reimbursed for attending a conference attended by other “regular” classroom teachers?

Yes, a Title I teacher may be reimbursed with one percent monies when attending a conference from which any classroom teacher can benefit as long as the inservice is consistent with Comprehensive School Improvement Plan (CSIP) and Professional Development Plan (PDP) objectives.

Must the expenditures of all professional development monies, regardless of source, be approved by the Professional Development Committee (PDC)?

No, only the expenditures of the state one percent monies must be approved by the Professional Development Committee (PDC). However, to develop a consistent, effective and systemic professional development program, all professional development funds should be spent to achieve the goals of the district’s professional development plan in support of the district’s Comprehensive School Improvement Plan (CSIP). *(An example of a coordinated professional development budget can be found in Appendix F).*

If a secretary has a teaching certificate, could he/she be paid out of professional development funds to attend a conference?

No. To be eligible for professional development reimbursement, the person must be certificated as a teacher, counselor, librarian or administrator and be employed as a teacher, counselor, librarian or administrator.



Notes

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SECTION IV

PLANNING, IMPLEMENTATION, AND EVALUATION OF PROFESSIONAL DEVELOPMENT



Notes



IV. PLANNING, IMPLEMENTATION, AND EVALUATION OF PROFESSIONAL DEVELOPMENT

Notes

A. Defining and Designing Professional Development

At one time staff development was synonymous with “sit and get” sessions in which relatively passive participants were “made aware” of the latest ideas regarding teaching and learning from so-called “experts.” Professional Development Standards were not in place for assuring participant outcomes correlated to student outcomes. Today, staff development not only includes high-quality, on-going training programs with intensive follow-up and support, but also other growth-promoting processes such as study groups, action research, and peer coaching, to name a few.

In addition, staff development is no longer viewed as something that is only necessary for teachers. We now recognize that everyone who affects student learning from the board of education members, central office administrators, principals, and teachers, to classified/support staff, and parents must continually improve their knowledge and skills in order to ensure student learning. Likewise, staff development is not the exclusive responsibility of someone given the title of “staff developer;” rather, it is the responsibility of superintendents, central office administrators, principals, and teachers, among others. (*National Staff Development Council (NSDC) Standards for Staff Development, See Appendix G-1.*)

The paradigm for professional development has certainly shifted and improved. From current research we now know that in order to make a difference in achievements of teachers, students, and schools, professional development must shift as follows:* [*Missouri School Improvement Program (MSIP) 6.71, 6.74*]

FROM:	TO:
<ul style="list-style-type: none"> ❑ Focus on teacher needs only ❑ Focus on individual development ❑ Transmission of knowledge, skills, strategies ❑ Pull-out training ❑ Generic teaching skills ❑ Fragmented, piecemeal, one-shot ❑ District direction and decision-making ❑ Professional developers as trainers ❑ Professional development as some people's jobs ❑ Professional development for teachers ❑ Professional development as a frill ❑ Professional development for teacher improvement ❑ Awareness and one- or two-session workshops ❑ Individual decisions ❑ Individual/general applications ❑ Professional development without accountability for student outcomes 	<ul style="list-style-type: none"> ❑ Focus on student learning outcomes ❑ Focus on individual, school, and system-wide development and improvement (CSIP, SIP)** ❑ Inquiry for teaching and learning ❑ Job-embedded learning ❑ Combination of content knowledge and content-specific teaching skills ❑ Driven by clear, coherent, long-term strategic plan ❑ School direction and decision-making ❑ Professional developers as facilitators, consultants, evaluators ❑ Professional development as everyone's job ❑ Professional development for everyone ❑ Professional development as essential ❑ Professional development for all school community ❑ Professional development that provides adequate time for learning, practice and adequate follow-up ❑ Collegial discussions and decisions ❑ Stimulating and supporting site-based initiatives ❑ Professional development with accountability for student outcomes



Notes

*Sparks, Dennis and Hirsh, Stephanie, A New Vision for Staff Development (1997) Association for Supervision and Curriculum Development, Alexandria, Virginia.

*U. S. Department of Education

**Comprehensive School Improvement Plan (CSIP), School Improvement Plan (SIP)

B. Planning for Professional Development

1. Implications for Planning [MSIP 6.7.5]

➤ All professional development must be linked to and supportive of the District's Comprehensive School Improvement Plan (CSIP). (*See "Alignment" and "Making Connection" in Appendix G-2.*)

[NSDC Context Standard: *Effective staff development is aligned with the school's and district's strategic plan and is funded by a line item in the budget.*]

➤ The Professional Development Plan is to be collaboratively developed by Professional Development Committees (PDCs) and their school administrators.

➤ If professional development is to be effective, it must focus on School Improvement Plans (SIPs), skill development, attitude change, and knowledge acquisition.

➤ Through collaborative processes, every change effort must involve and support individuals as they integrate new ideas and skills with current skills, knowledge, and past experiences.

➤ Good professional and curriculum development allows individuals to adapt innovations in ways that (1) best fit their teaching styles and (2) are supported by the research base regarding best practices.

➤ Teachers need to be given opportunity to choose from among the five models of staff development. (*See NSDC "Models of Staff Development," Appendix G-3.*)

[NSDC Process Standard: *Effective staff development uses a variety of staff development approaches to accomplish goals of improving instruction and student success.*]

2. Compliance with State Law [MSIP 6.7.5]

➤ Determine the role of the Professional Development Committee (PDC) and develop a mission statement.



- ↻ Review the district Comprehensive School Improvement Plan (CSIP) and School Improvement Plan (SIP).
- ↻ Review other needs assessment data--staff surveys, student achievement reports, Missouri School Improvement Program (MSIP) data, demographic data, etc. (*See Section II, page 35, number 3, and “Normandy Professional Development Committee Annual Needs Assessment,” Appendix G-4.*)
- ↻ Consult with administrators regarding professional development goals, needs, objectives, and activities.
- ↻ Determine allocation to the Professional Development Committee (PDC) per The Outstanding Schools Act of 1993 (SB380).
- ↻ Develop the district and school professional development plan in collaboration with administration.
- ↻ Include description of mentoring plan for beginning teachers.
- ↻ Obtain board of education approval of the District Professional Development Plan (DPDP).
- ↻ Read, study and discuss research of best practices, instructional processes, and quality professional development.
- ↻ Schedule and/or identify staff activities that are consistent with the District Professional Development Plan (DPDP).
- ↻ Communicate the District Professional Development Plan (DPDP) and opportunities with staff.
- ↻ Evaluate effectiveness of the District Professional Development Plan (DPDP), processes, and opportunities.
- ↻ Assist the district in developing or modifying the Comprehensive School Improvement Plan (CSIP) to provide direction for the District Professional Development Plan (DPDP) in future years.
- ↻ Develop the District Professional Development Plan (DPDP) End-of-the-Year Report for the board of education, administration, and staff.



Notes

3. Challenges to Overall Planning [MSIP 6.7]

Planning for professional development is a challenge. To plan properly, there are at least five challenges to consider:

Time: Finding time is a challenge. However, there are a number of effective ways to find and use time. Administrators need to consider new ways to support teachers with time for learning during the school day or work time. Professional development needs to be an integral part of a teacher's job responsibilities and expectations. Teachers must have time on their jobs to learn and practice new skills. Normally, the time planned for professional development is during designated professional development days, after school, on Saturdays, and during the summer. Research shows that teachers' summer professional development activities are the most popular, but where it is important for practice to follow instruction, after school professional development activities are often necessary and convenient. (*See NSCD "Time" pamphlet excerpt in Appendix G-5.*) [MSIP 6.7.6]

Funding: The Outstanding Schools Act of 1993 (SB380) states that one percent of the foundation money received by each school district must be used for professional development. Professional Development Committees (PDCs) must use this money to ensure that all teachers have the opportunity to grow professionally, and that the allocation of funds is based on the fulfillment of goals and objectives established by the district and addressed by the committee. A guiding principle should always be to use professional development monies for activities that will contribute most to the improvement of teaching, student learning, and student achievement.

Priorities: Professional Development Committees (PDCs) are encouraged to be aware of the Comprehensive School Improvement Plan (CSIP) funding plan for all professional development. Professional Development Committees (PDCs) must allocate funds based on current data and significant, well thought-out, research-based priorities. Keeping the new state initiatives and state reforms pertaining to standards, curriculum, and assessments in mind, priorities must be established for student learning. The Professional Development Committee (PDC) must further develop the teaching skills of both new teachers and experienced teachers. In doing so, activities must be correlated to the overall objectives of the Comprehensive School Improvement Plan (CSIP), School Improvement Plan (SIP), state law, and Missouri School Improvement Program (MSIP) requirements. Emphasis must be placed on activities which treat learning as an active process of thinking and constructing ideas; enforcing the idea that in many instances learning flourishes better in groups; and the fact that students learn from interaction. [*NSDC Content Standard: Effective staff development prepares educators to use research-based teaching strategies appropriate to instructional objectives and students.*]



Teachers must assume a new role of facilitating student learning which includes, but is not limited to, lecturing.

[NSDC Content Standard: Effective staff development enables educators to provide challenging, developmentally appropriate, interdisciplinary curriculum that engages students in integrative ways of thinking and learning.] [MSIP 6.7.1, 6.7.5]

Attitudes: Many educators in the United States have been subjected to countless in-service programs, often reflecting the latest fads in education. Educators often believe that professional development experienced to-date has been impractical. Where professional development has consistently met high standards, educators are usually enthusiastic and engaged in improving their practice; where professional development has failed to meet these standards, educators are likely to regard it as a waste of time. Consequently, when expectations are low, educators will settle for being entertained or for socializing with their peers. Often the norms appear to be “entertain me,” “don’t ask me to do anything,” and “give me something I can use tomorrow.” Some educators must be persuaded that professional development can help them improve their practice in order to impact student learning and achievement. The Professional Development Committee (PDC) can assist this process by focusing on improvement of student performance/achievement. *[MSIP 6.7.4]*

Public Support: When Professional Development Committees (PDCs) design Professional Development Plans (PDPs) that promote higher teaching standards for higher student achievement, public support will follow. The public expects results and holds educators accountable for those results. If professional development does not improve classroom practice and student performance, the public will rightfully question the investment. Even those who believe that more investment is needed may express frustration with the way resources are currently used. The Professional Development Committee (PDC) can gain more public support by building support for high-quality professional development at the local level. The first step toward building that support is to assess the current use of funds and the effectiveness of existing policies and practices. If expenditures are not getting the results, revise the plan, and adjust the budget. *[NSDC Context Standard: Effective staff development requires strong leadership in order to obtain continuing support and to motivate all staff, school board members, parents, and community to be advocates for continuous school improvement.]*

4. Sequence for Constructing the District Professional Development Plan (See *Timeline in Appendix G-6.*)

- ❑ Determine any process and paperwork required for approval of professional development expenditures consistent with the District Professional Development Plan (DPDP) and district policies.



Notes

- ❑ Collect necessary data (and multiple data) for decision-making. *(See Appendix G-7.) [NSDC Process Standards: Effective staff development bases priorities on a careful analysis of disaggregated student data regarding goals for student learning.]*
- ❑ Understand and use the District Comprehensive School Improvement Plan (CSIP). *[NSDC Context Standard: Effective staff development is aligned with the school's and the district's strategic plan and is funded by a line item in the budget.]*
- ❑ Develop a mentoring program for beginning teachers. Train mentors and assist them in providing a two-year plan for beginning teachers. Assign mentors to serve as confidential consultants through the Professional Development Committee (PDC). *(See Section II of these guidelines)*
- ❑ Develop a District Professional Development Plan (DPDP) that is aligned with and supports the district Comprehensive School Improvement Plan (CSIP).
 - ∞ Determine estimated allocation of funds for the accomplishment of each goal and/or objective.
 - ∞ Establish evaluation process to measure each planned activity in terms of accomplishing the goal and/or objective.
 - ∞ Establish evaluation process to determine how successful the entire District Professional Development Plan (DPDP) has been in accomplishing the set of goals and/or objectives.
- ❑ Support practicing teachers as they determine goals and develop plans keeping both the district Comprehensive School Improvement Plan (CSIP) and results of the needs assessment in mind.
- ❑ Identify specific professional development activities for each goal and/or objective to accomplish that goal and/or objective.
- ❑ Establish an implementation timeline.
- ❑ Analyze program evaluation data during and at the end of plan implementation. *[NSDC Process Standard: Effective staff development requires an evaluation process that is on-going, includes multiple sources of information, and focuses on all levels of the organization.]*
- ❑ Improve the program accordingly, modifying where needed.



- ☐ Incorporate ideas for improvement into next year's plan.

(Sample District Professional Development Plans (DPDPs) can be found in Appendix F.)

5. Checklist for District Professional Development Opportunities

Prior to and during professional development program planning, did you:

- ☐ Become knowledgeable of the district's Comprehensive School Improvement Plan (CSIP), annual goals, and professional development needs related to the CSIP?
- ☐ Become acquainted with Missouri School Improvement Program (MSIP) Standards and professional development needs related to the MSIP Standards?
- ☐ Identify appropriate outcomes or objectives for all potential participants based on the alignment of the MSIP, CSIP, and DPDP goals?
- ☐ Consider various delivery systems for professional growth? For example, case studies, ongoing development on selected strategies, workshops, independent study, action research, etc.? *(See "Levels of Use and Effective Steps of Professional Development, Appendix G-8.) [NSDC Process Standard: Effective staff development uses a variety of staff development approaches to accomplish the goals of improving instruction and student success.]*
- ☐ Included the use of varied professional development models beyond the awareness stage? *(See Appendix G-3)*
- ☐ Plan professional development activities that involve active learning processes with adult learning theory in mind. *(See "Adult Learning" and "The Professional Development Plan and Activities" in Appendix G-9).*
- ☐ Make use of best practices that will improve teaching practices?
- ☐ Offer participants a repertoire of skill development opportunities?



Notes

- ☐ Focus all planning on the improvement of student performance?
- ☐ Collect data to be used before, during, and after program planning?
- ☐ Design follow-up that is designed to implement the key learnings?

(Sample Professional Development Plans, including budget, may be found in Appendix F.)

C. Implementation [MSIP 6.7.4]

Professional Development Committees (PDCs) are charged with careful monitoring of planned activities that are implemented to meet the Professional Development Plan's (PDP's) goals for improving teaching and improving student performance and achievement.

1. Functions to complete for implementation.

- ✧ Set policies and procedures so the Professional Development Committee (PDC) can function efficiently.
- ✧ Encourage professional development follow-up strategies through action research, study groups, teacher collaboratives, etc. and provide support for on-going learning.
- ✧ Continue to foster collaboration throughout implementation of professional development activities.
- ✧ Routinely review multiple sources of data from professional development activities, monitor the plan, and modify the plan, if needed.
- ✧ Communicate implementation results to stakeholders and the public.

2. Checklist for Implementation

- ✧ Evidences are available and collected to reflect improvement in instructional practices being used in the classroom.
- ✧ Records are being maintained that identify how follow-up activities are occurring.
- ✧ Student performance (cognitive, affective, behavioral) records related to improvement goals are being maintained and reviewed.



D. Assessment/Evaluation (MSIP 6.7.4)

Notes

Professional Development Committees (PDCs) should begin planning professional development programs with potential outcomes clearly defined. It is helpful to constantly ask, *What will be different as a result of this program?* or *“How will this improve student performance?”* Outcomes should be defined and evaluated for three groups: participants, students, and the organization or system.

The following concepts are taken from the work of Tom Guskey and Pat Roy, national experts in staff development evaluation. Consideration of these concepts will assist Professional Development Committees (PDCs) as they plan, implement, and evaluate professional development programs.

At the design stage, several factors will ensure effective staff development. The Professional Development Committee (PDC) should carefully consider:

- ➡ the topic
- ➡ how to best plan the program
- ➡ who and how many will participate in the program
- ➡ who will lead the program
- ➡ appropriate timing for the program [*NSDC Context Standard: Effective staff development provides adequate time during the workday for staff members to learn and work together to accomplish the school’s mission and goals.*]
- ➡ the length and type of activities included
- ➡ the extent and complexity of the changes (outcomes) which are anticipated as a result of the staff development program
- ➡ what follow-up activities will be planned [*NSDC Process Standard: Effective staff development provides the follow up necessary to ensure improvement.*]
- ➡ what improvements are anticipated

(The informal surveys found in Appendix H may be helpful.)



Notes

Guskey and Roy describe nine steps toward planning effective staff development which the Professional Development Committee (PDC) will want to review on a regular basis:

1. Recognize change as both an individual and an organizational process. Good staff development requires change.
2. Think big, but start small.
3. Work in teams to maintain support.
4. Involve administrators in a collaborative way.
5. Use available resources.
6. Work to maintain credibility.
7. Include procedures for feedback on results.
8. Provide continued follow-up and support.
9. Integrate programs.

[NSDC Process Standard: Effective staff development requires an evaluation process that is ongoing, includes multiple sources of information, and focuses on all levels of the organization.] We rarely evaluate staff development activities beyond a cursory level (i.e., how participants liked the program). It is more difficult, yet absolutely necessary, to connect staff development programs to changes in teachers' and students' behavior. Dr. Guskey's five levels of staff development evaluation follow. (*Also note "Five Levels of Program Evaluation" in Appendix G-10.*)

Level 1: Participants' Reactions to the Program

At this level, questionnaires are usually administered at the end of the session(s) which attempt to measure the participants' initial satisfaction with the experience. Examples of typical questions addressed follow:

- ➡ Was your time well spent?
- ➡ Did you like the experience?
- ➡ Did the material make sense to you?
- ➡ How will this activity/experience/knowledge/new skill be useful in your educational responsibilities? In your classroom with students?
- ➡ Was the presenter/leader knowledgeable and helpful?
- ➡ Were your personal comfort needs met?

Although this information may be used to improve the design and delivery of future programs, it does not measure the effectiveness of staff development in terms of results.

**Level 2: Participant Learning from the Program**

Paper-and-pencil instruments, simulations, and demonstrations may be used at level two to attempt to measure any new knowledge or skill level of the participants. The major question asked or assessed here is, “Did participants acquire the knowledge and skills intended?” Results may be used to improve the format, content, and organization of the program.

Level 3: Organization Support and Change

First, did the level of shared decision-making and collaboration increase as a result of the program? This may be assessed through direct observations or interviews, records of personnel involvement, and evidence of impact on decision making. Second, were roles of participants expanded within the organization? Similarly, direct observations or interviews, analyses of records and job descriptions, and surveys or questionnaires might be used to assess this area.

Level 4: Participant Use of New Knowledge and Skills

To determine to what extent participants incorporated the new knowledge and skills into their practice, observations, participant interviews, participant questionnaires, and supervisor interviews are used at level four. The degree and quality of implementation can be assessed in order to document and improve the implementation of the program content in the future.

Level 5: Results: Student Learning Outcomes

To focus and improve all aspects of program design, implementation, and follow-up, evaluation at this level is critical. Student learning outcomes (cognitive, affective, and behavioral) must be measured. Measurement tools include student records and questionnaires, teacher interviews and questions, administrator interviews and questionnaires, and school records. Indicators of student success should be collected for each of the following questions:

- ➡ How did the program affect students, if at all?
- ➡ Did it impact student performance? What is the evidence?
- ➡ Is student achievement improving? List indicators.
- ➡ Did it influence students’ physical or emotional well-being?
- ➡ Are students more confident as learners?
- ➡ Is student attendance improving?
- ➡ Are school dropouts decreasing?

Participant outcomes should be measured at three levels:

First, did participants increase their knowledge? Pre-and post assessments, exit interviews or surveys, and self-report questionnaires may be used to determine participants’ knowledge base as a result of the program. Second, through the



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use of observations, interviews, surveys, and self-assessment checklists, did the behaviors and practices of the participants change? Finally, how did the attitudes, beliefs, and perceptions of the participants change as a result of this experience? Interviews, self-report questionnaires, testimonials, and/or analyses of records might be used to document change at this level. The use of individual teacher portfolios can be helpful in assisting with the aforementioned determinations (*See Appendix G-II*).

Most importantly, **student outcomes** from the staff development program must be considered and measured. Student performance and learning may be documented using state assessments, teacher-developed assessments, standardized assessments, portfolios of students' work, performance records or progress reports, grades or grade distributions, and other achievement tests. Student behavioral or affective changes resulting from the professional development program may be assessed using direct observations or interviews, district, school, or classroom records, self-report questionnaires or surveys, self-assessment checklists and testimonials.

Helpful evaluation tools, in the form of rubrics, were developed and published by Victoria Bernhardt, *The School Portfolio*. Based on current research, there is a set of rubrics for Student Achievement and for Professional Development included in *Appendix I*. Professional Development Committees (PDCs) have those tools available not only to assist with planning for Level 5 results, but also to evaluate professional development results for their school districts and schools.

[NSDC Process Standard: Effective staff development requires an evaluation process that is ongoing, includes multiple sources of information, and focuses on all levels of the organization.] In summary, Professional Development Committees (PDCs) should develop an evaluation plan in conjunction with every professional development activity. The plan should address potential outcomes developed by the committee and an evaluation plan **that evaluates the program at the highest level—impact on student learning and behavior**. Otherwise, the work of the Professional Development Committee (PDC) and program participants and the financial investment of the district may have no lasting impact.

The following criteria may be used as a checklist during the development of the plan:

- ✓ Evaluation is ongoing.
- ✓ Evaluation expectations and procedures are explicit and public.
- ✓ Evaluation is based on multiple sources of data.
- ✓ Evaluation uses both quantitative and qualitative data.
- ✓ Evaluation focuses on all levels of the organization.
- ✓ Evaluation considers participants' time and energy.
- ✓ Evaluation results are presented in forms that can be understood by all program participants and patrons.



Planning for professional growth is essential. Clearly defined goals with outcomes for every teacher contribute to a culture of continuous improvement. The use of a professional growth plan and log (*Appendix E*) facilitates both planning and reflection.

Notes



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A large, light gray graphic of a classical building facade, featuring a triangular pediment supported by seven columns. The text "SECTION V" is centered within the pediment, and "RESOURCES" is centered between the columns.

SECTION V

RESOURCES



Notes



V. RESOURCES FOR PROFESSIONAL DEVELOPMENT COMMITTEES (PDCs)

Notes

STATE PROFESSIONAL DEVELOPMENT INITIATIVES

Systemic educational reform must continue. For meaningful school reform to occur, the entire system must be reviewed and changed accordingly. The generally agreed upon core elements of systemic reform include:

- ☐ Ambitious goals for student learning
- ☐ Challenging academic standards
- ☐ Improved state/local policies regarding finance, curriculum, assessment, teacher preparation, and professional development
- ☐ A shift to student-centered teaching and supervision of learning
- ☐ The development of performance measures content knowledge, ability to apply what is known, and integration of knowledge and skills
- ☐ Incentives to improve performance
- ☐ Decentralized decision-making allowing those who are affected by the decision to be involved in the process
- ☐ Increased collaboration

Missouri has made the decision to conscientiously examine its education system and make improvements. In conjunction with Missouri's standards, frameworks, and assessment system, the state has provided several initiatives to support educational improvement. Several of these state initiatives established as resources to teachers, schools, and school districts are described in the following paragraphs. This list of available resources certainly is not exhaustive but may prove helpful to school leaders as they address their professional development needs.

For further information contact:

Department of Elementary and Secondary Education
PO Box 480
Jefferson City, MO 65102-0480
Phone: 573-751-4212
Fax: 573-751-8613

or access the web site: <http://www.dese.state.mo.us>



Notes

Caring Communities (573) 751-3168

Caring Communities is a systems integration initiative of eight state agencies: Department of Elementary and Secondary Education (DESE), Health, Social Services, Mental Health, Labor and Industrial Relations, Economic Development, Corrections, and Public Safety. The purpose of the initiative is to improve results for children and families through a partnership between state government and local communities.

<http://www.dese.state.mo.us/divurbteached/caringcom/>

Gold Star and Blue Ribbon Schools Programs (573) 751-3168

The Gold Star and Blue Ribbon Schools Programs recognize outstanding elementary and secondary schools in Missouri and the nation in alternating years. The purpose of the programs are to identify, call attention to, and recognize outstanding schools in Missouri; provide a framework of criteria that will serve as a basis for school improvement; and disseminate information regarding best practices and programs that will help their schools in improvement efforts. The Blue Ribbon Schools Program is the U.S. Department of Education school recognition program. To be nominated by the Missouri Department of Elementary and Secondary Education (DESE) for recognition in the Blue Ribbon Schools Program, a school must first be selected as a Gold Star School.

<http://www.dese.state.mo.us/divurbteached/sii/GoldStar/>

Increasing Student Learning and Teacher Skills Through Teaching and Learning in the Humanities (314) 692-9701

The International Education Consortium will provide professional development programming in the humanities for K-12 teachers in urban, rural and suburban settings in order to enable them (1) to use the Missouri Assessment Program (MAP) as an opportunity to increase student achievement and to improve teaching in social studies and language arts; (2) to improve students' reading and writing ability in the context of both discipline-based and interdisciplinary curriculum, as well as the process skills outlined in the Show-Me standards; and (3) to increase minority achievement in both majority white and majority black schools.

Interstate School Leaders Licensure Consortium (ISLLC) (573) 751-0183

School leader professional development initiatives are framed by the ISLLC Standards. Initiatives include a regional assessment instrument for building-level administrators (School Leaders Licensure Assessment (SLLA), an assessment instrument for superintendents (School Superintendent Assessment (SSA), a license renewal portfolio, and a collaborative professional development model.

<http://www.dese.state.mo.us/leadership>

(Refer to Appendix J for ISLLC Standards)

Literacy Investment for Tomorrow (LIFT) (314) 291-4443

Funds are used to continue to improve the quality of adult education and family literacy programs. The professional development activities focus on family literacy training and technical assistance, adult literacy and learning disabilities, and technology and literacy.

**Missouri Advisory Council of Certification for Educators (MACCE) (573) 522-1917**

Missouri Advisory Council of Certification for Educators is a statutory body empowered under RSMo.168.075. Their duties are associated with professional development when considering the evaluation and approval of teacher training programs as related in Section 10 of The Outstanding Schools Act of 1993 (SB380).

Missouri Assessment Program (MAP) (573) 751-3545

The Missouri Assessment Project (MAP) is a professional development program started in the fall of 1993. MAP provides ongoing, voluntary training to teams of teachers in nearly 500 Missouri school districts. Teachers learn to use, score, and develop components of Missouri's assessment system. Teachers then use this knowledge to lead and instruct a team of teachers within their districts.
Map@mail.dese.state.mo.us

Missouri Association for Supervision and Curriculum Development (MASCD)

The Missouri Association for Supervision and Curriculum Development (MASCD) is a diverse statewide organization of educators committed to the goal of building success for all learners in Missouri through service, leadership, communication and professional development. This organization is an affiliate of the Association for Supervision and Curriculum Development (ASCD), which has over 4,000 members in Missouri.

Missouri Council of School Administrators (MCSA) "OUTREACH" (573) 556-6272 Ext. 4

The Missouri Council of School Administrators (MCSA) provides professional development and curriculum services to school administrators and other educators statewide.
<http://www.mcsa.org> (click on OUTREACH)

Missouri Council of Vocational Administration (573) 882-0689

Funds are used to provide specific programs for the Missouri Vocational Education Administrator's Academy. The Academy identifies, recruits, and provides short-term intensive leadership activities related to vocational and adult education programs. The Academy is for administrators and teachers in comprehensive high schools, area vocational-technical schools, community and technical colleges, and four-year universities and colleges. The Academy compliments and does not duplicate the existing Leadership Academy conducted by the Department of Elementary and Secondary Education (DESE) for the development of general administrative expertise.

Missouri Elementary Science Connection (MESCC) (573) 636-4395

The Missouri Elementary Science Connection (MESCC) project brings rigorous, nationally validated science instruction to all kindergarten through fifth grade students, by establishing a core team of master teachers that provide professional development services to classroom teachers statewide using exemplary, "hands-on, minds-on" science models aligned with the Missouri Performance Standards and Science Curriculum Frameworks.



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Missouri Institute for Improving Student Achievement in Mathematics (MIISAM) (573) 751-9069

The Missouri Institute for Improving Student Performance in Mathematics provides a professional development model designed to assist schools and districts with mathematics reform at a systemic level. Through the process of team training and the development of performance portfolios, schools and districts are engaged in working towards established goals. Participants will focus on the area of mathematics leadership, implementation, and content for three years. This model is especially designed to assist schools and districts that have been identified to work with Success Teams. A major effort has been to join efforts and resources from several educational organizations to target the improvement of student achievement.

Missouri Mathematics Leadership (MML) Project (573) 884-2656

The Missouri Mathematics Leadership (MML) Project will provide professional development assistance to facilitate existing projects such as the Missouri Mathematics Initiative. It will facilitate coordination of efforts of groups such as the Department of Elementary and Secondary Education (DESE), Missouri Council of Teachers of Mathematics (MCTM) and (MAT) 2 to improve mathematics education in Missouri. It will also continue to serve as a central source of information for Missouri teachers of mathematics through the Missouri Mathematics Leadership (MML) Web Site.

<http://mathed.missouri.edu>

mml@missouri.edu

Missouri Network for Staff Development (573) 445-5071

The purpose of the Missouri Network for Staff Development and Performance Education is to assist Missouri schools and school districts in the areas of staff development and the implementation of performance education and to serve as a clearinghouse of information relative to staff development and performance education practices in the state.

www.mo-netstaffdev.org

Missouri Reading Initiative (417) 895-2725

The Missouri Reading Initiative is a professional development network of trainers delivering a program of high-quality research-based teaching techniques in early literacy to pre-K through grade three teachers in Missouri public schools. This program, developed under the auspices of Missouri's Learning First Alliance, will work to ensure that all Missouri students become proficient readers by the end of the third grade.

Bhaselti@mail.orion.org

Missouri Regional Professional Development Centers (RPDCs)

Nine Regional Professional Development Centers (RPDCs) have been established across Missouri. The RPDCs support excellence and equity in education through the continual upgrading of the professional competencies of Missouri educators. The centers help public school educators, and on occasion, parents and human service providers, access information and resources that promote quality instruction in the classroom, overall school improvement, and school-linked services for



children, youth, and their families. Each center promotes priorities of the State Board of Education and the Legislature, and develops its own specialty areas to meet the educators' needs regionally.

The Regional Professional Development Centers (RPDCs) are available to support and assist professional development committees throughout their region. Each center director will attend Professional Development Committee (PDC) meetings, answer questions, and help design training when requested. Regional Professional Development Committees (PDCs) are encouraged to call on their RPDC director as needed.

Regional Professional Development Center (RPDC) Event Manager

The Event Manager is a web-based, database that will allow clients to view all events offered through the RPDCs and the Leadership Academy. The web page may be reached by the link on the Leadership Academy's home page. The database is searchable by center, date, and topic. It has an advanced search feature that will allow the user to further restrict his or her search. Clients may register on-line through the database using either their social security number or a unique number that will be generated by the system. If a client chooses to register by social security number, the system can tap into Core Data and Teacher Certification to fill in the needed participant information. The database will also allow a client to remove events that he or she has previously registered for with a simple check box feature. Access <http://www.dese.state.mo.us/leadership> then click on RPDC Events

(Refer to Appendix K for Directory of Regional Professional Development Centers RPDCs)

Missouri Superintendents' Institute (573) 751-0183

The Missouri Superintendents' Institute is dedicated to identifying and supporting the present and next generation of visionary leaders for Missouri's public schools. The purpose of the Institute is to share new perspectives of leadership, reform, and social change, to promote analytical, practical and personal skill development in order to strengthen teaching and learning in Missouri, to support leaders in their current leadership roles and to maximize their likelihood of longevity and success.

MOREnet Project (573)751-3175

The activities in this grant application focus on technology. These activities provide teachers with opportunities to improve their Internet skills, work toward discovering effective methods to incorporate technology into the curriculum, and provide a high level of technical support to the district ensuring that the technology is used to its greatest potential.

National Board for Professional Teaching Standards (573) 751-1941

Based upon high and rigorous standards of what teachers should know and be able to do, the process of National Board Certification is one of the most forceful professional development experiences for classroom teachers. Teachers must demonstrate their knowledge and skills through a series of performance-based assessments that include teaching portfolios, student work samples, videotapes and a rigorous analysis of their classroom teaching and student learning.
<http://www.nbpts.org>



Notes

(Refer to Appendix L for The Five Core Propositions)

National Recognition Program for Professional Development

As part of a continuing effort to honor excellence in education, the U.S. Department of Education announces the National Awards Program for Model Professional Development. This program recognizes schools and school districts with exemplary professional development and disseminates information about high-quality professional development efforts that provide evidence of student learning and increased teacher effectiveness.

Since the focus of this competition is on professional development for teachers and other educators in pre-kindergarten through grade 12 settings, only individual schools (public or private) or school districts may apply. In doing so, applicants are encouraged to submit applications that describe their partnerships with other entities, in particular, institutions of higher education. If a school district applies, individual schools in that district may not submit their own applications.

The Department's goal is to identify a wide variety of comprehensive models of preK-12 professional development that exemplifies the Mission and Principles of Professional Development. Consistent with the Mission and Principles, these models are broadly focused: they have professional growth and promote professional development practices that ensure equity of being free of bias and accessible to all educators.

<http://www.ed.gov/inits/TeachersWeb/package.html>

PD 101 (Beginning Online Course)

Course Description:

This totally online professional development course focuses on the roles and responsibilities of the Professional Development Committee (PDC) and making quality decisions based on this course. A range of on-line tools will be used to deliver the course content directly to your computer.

Prerequisites:

You will need to have access to a personal computer with Microsoft Office 97, Internet Explorer (version 4.0 or higher) or Netscape Communicator (version 4.51 or higher), and a connection to the Internet.

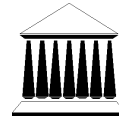
Location:

This course can be taken in the comfort of your own home or school and at your own pace. Alternatively, this course can be conducted at your local school district site with a Regional Professional Development Center (RPDC) instructor present if the district has at least 10 participants sign up for the course.

Web Address:

Sign up for PD 101 at the Missouri Regional Professional Development Centers (RPDCs) on-line portal at <http://www.morpd.org>

Regional Professional Development Center (RPDC) Contact:
Local RPDC Director

**Practical Parenting Partnerships (PPP) (573) 761-7770**

Developed through a partnership of the Department of Elementary and Secondary Education (DESE) and the Danforth Foundation, Practical Parenting Partnerships (PPP) is Missouri's parent involvement framework for K-12. The PPP Center offers schools training and comprehensive resource materials in three separate trainings: PPP Implementation Training, PPP Home Visits, and PPP in the Classroom. Regional meetings, on-site professional development workshops, an annual Family Festival, monthly newsletters, technical assistance, and publications like PPP Parent Guide to the Map are available to help schools with their parent involvement needs.

<http://www.pppctr.org>

pppctr@pppctr.org

Professional Education Associations

Professional associations share the common goal of improving academic achievement for all Missouri students. They do this by working cooperatively with the Department of Elementary and Secondary Education (DESE), Regional Professional Development Centers (RPDCs), Colleges of Education, and local school districts. In addition, professional organizations support and assist their members through workshops, conferences, and training opportunities.

Teacher Associations:

Missouri Federation of Teachers (800) 324-2623

<http://www.mft-srp.org>

Missouri National Education Association (800) 392-0236

<http://www.mo.nea.org>

Missouri State Teachers Association (800) 392-0532

<http://www.msta.org>

Administrator Associations:

Missouri Association of Elementary School Principals (573) 556-6272

<http://www.mcsa.org> click on MAESP

Missouri Association of Secondary School Principals (573) 445-5071

<http://www.moassp.org>

Missouri Association of School Administrators (573) 556-6272

<http://www.mcsa.org> click on MASA

Missouri Council of School Administrators "OUTREACH"

(573) 556-6272 Ext. 4

<http://www.mcsa.org> click on "OUTREACH"

Missouri School Boards Association (573) 445-9920

<http://www.msbanet.org>

Show-Me Curriculum Administrators Association (573) 635-2299

<http://www.smcaa.org>



Notes

Project Construct (573) 751-2625

Project Construct is an approach to teaching in the preschool, primary, and elementary grades that are based on what we know about learning. The project incorporates theory-based curricula that are linked to the Missouri frameworks and the Show-Me Standards. Through “hands-on, minds-on experiences, students in Project Construct classrooms attain deep understandings in the core content areas, while they also learn to work collaboratively with others and to be life-long problem solvers. Research findings show that students in Project Construct classrooms are educationally advantaged when compared to their peers in more traditional classrooms. Educators’ implementation of Project Construct is supported by a comprehensive, ongoing, and participant-centered professional development program.

Project Success (573) 882-7396 or (573) 884-6089

The SUCCESS Team Project provides coordinated, highly focused, and intensified support for school districts and buildings from the myriad school improvement programs and services available in Missouri. Funded by a Professional Development Grant from the Department of Elementary and Secondary Education (DESE), OSEDA provides coordination and administrative support for Project SUCCESS. The project emphasizes a partnership relationship between SUCCESS Teams and SUCCESS Schools in bringing about improvement in student performance. Project SUCCESS continues to work cooperatively with local school districts to overcome difficulties meeting Missouri School Improvement Program (MSIP) performance standards and to encourage long-term systemic school improvement initiatives. In addition, Success Teams may also provide support for schools designated as Academically Deficient.
jonesch@umsystem.edu

Public Relations Strategies for Educators (660) 530-5800 Ext. 271

Funds are used to facilitate local marketing and public relations endeavors for schools throughout Missouri. This is accomplished through regional and on-site workshops which discuss the importance of marketing and communications with the schools’ various audiences.

St. Louis Professional Development Schools Collaborative (PDSC) (314) 516-4531

The St. Louis Professional Development Schools Collaborative (PDSC) includes universities, colleges and Professional Development Schools (PDSs) in a number of school districts. The project’s goals are to strengthen the PDSC and PDS partnerships in the areas of school and university improvement and professional development, and assist other schools and Regional Professional Development Centers (RPDCs) to develop Professional Development Schools (PDSs).

Special Education Professional Development Resources (573) 751-0187

The Division of Special Education currently funds three training and technical assistance projects:

Center for Innovations in Special Education (CISE) (573) 884-7275

The Center for Innovations in Special Education (CISE), located at the University of Missouri-Columbia, offers a loan library of materials for use by



teachers, administrators, and parents. Additionally, they coordinate several training activities, develop training curricula and publish a number of special education related documents.
<http://tiger.coe.missouri.edu/~mocise>

Project Access (417) 836-6755

ACCESS, located at Southwest Missouri State University, provides a variety of training in the area of instructional techniques with children and students with autism.
<http://www.smsu.edu/access>

Technology Center for Special Education (816) 235-1040

The Technology Center, located at the University of Missouri-Kansas City, provides training on the use of assistive technology devices for instructional purposes. They also provide information on the options available to school districts on devices, software, and hardware. They also offer a short-term loan program of equipment and devices so that districts can try out devices before purchasing.
<http://techctr.educ.umkc.edu>

The Division of Special Education also provides targeted funding opportunities for professional development through the State Improvement Grant funds. Through a competitive grant process, funds are available to support district efforts at implementing school-wide positive behavior supports, inclusion efforts, and reading and math initiatives. Other professional development activities supported by State Improvement Grant funds include an online course for speech pathology majors and tuition reimbursement for teachers with general education certificates to earn a mild-moderate cross-categorical certificate. Early Childhood Special Education (ECSE) funds support teachers working toward an ECSE certificate.

Select Teachers as Regional Resources (STARR) (573) 526-6650

Select Teachers as Regional Resources (STARR) is a state-level professional development program that started in 1994. STARR teachers provide training to help teachers use authentic instruction, performance-based assessment and Missouri's new academic performance standards. (*See Appendix K for Regional Phone Numbers*)
<http://www.dese.state.mo.us/leadership/starr.html>

State Supervisors of Instruction (573) 751-4426

State Supervisors are located in regions throughout the state. These supervisors spend most of their time with Missouri School Improvement Program (MSIP) reviews. Although they do not work directly with professional development, they may be able to answer questions, particularly when connected with professional development and the Missouri School Improvement Program (MSIP) review.



Notes

Statewide Economic Education Strategy for Impacting Teachers, Students, and Community (816) 235-2655

Professional development of teachers will occur throughout Missouri using innovative curricular materials and proven teaching methods. The impact will reach all areas of the state including inner city, suburban, mid-size and rural communities. Statewide programs will complement the local initiatives to provide a balanced approach bringing new insights to Missouri students.

SuccessLink (888) 636-4395

SuccessLink is dedicated to finding “best teaching practices” to share with Missouri educators. Their web site has thousands of lesson plans gathered from Missouri teachers that are performance based and keyed to the Missouri Assessment Program (MAP). SuccessLink also has building wide “best practices” that have been implemented by Missouri teachers to solve local problems. Furthermore, they have satellite programs for elementary and middle school students, cooperative learning seminars, teach bulletin board, and many other services that are free or cost recovery for Missouri teachers.

<http://www.successlink.org>

Supervision of Instruction Accreditation (573) 751-4426

The Supervision section of the Department of Elementary and Secondary Education’s (DESE’s) School Services Division oversees the Missouri Comprehensive School Improvement Plan (CSIP). The Missouri School Improvement Program (MSIP) is a process that promotes comprehensive school improvement and provides accreditation ratings for Missouri schools. The accreditation ratings are fully accredited, provisionally accredited, and unaccredited. Each Missouri school district is reviewed on a five-year cycle using the MSIP standards and indicators that are organized in three major areas: *Resources, Process, and Performance*. (*Refer to Appendix A for MSIP Standards*)

Teacher’s Academy

St. Louis (314) 692-9717 or (800) 835-8282

Warrensburg (800) 762-4146

The Teacher’s Academy is a program designed to strengthen teachers and the profession as a whole. By encouraging the teacher as scholar, the Teacher’s Academy uses action research to assist outstanding practitioners in extending their knowledge base and skills, and to serve as valuable leaders and resources for other educators.

The Leadership Academy (573) 751-6833

Since the Leadership Academy offered its first workshop in November, 1985, a majority of Missouri School Districts have encouraged staff to participate in Leadership Academy Professional Development offerings. Nearly 25,000 school leaders have participated in a variety of sessions including the year-long Satellite Academy Program, the six-month Professional Development Series and workshops on topics such as “Leadership for Learning,” and, Performance-Based Teacher Evaluation (PBTE), Teacher Portfolios, and “The School Portfolio.” Sessions are standards-based and facilitated by nationally recognized experts, as well as Missouri practitioners. The Leadership Academy is listed as one of the nation’s top ten professional development models for school leaders in the Interstate School Leaders



Licensure Consortium (ISLLC) Best Practices Booklet attaining national focus in consecutive issues of Education Week for instituting the first national licensing examination for superintendents.
<http://www.dese.state.mo.us/leadership>

The Missouri Accelerated Schools Project (573) 751-3168

The Missouri Accelerated Schools Project is a major school improvement initiative based on the work of Henry Levin at Teachers College, Columbia University. The purpose of the project is to transform schools into accelerated ones where all children can achieve at high levels regardless of their background. Parents and community members are actively involved in school decision-making. The project emphasizes both school and classroom change to bring about improved student performance. The Department is an official satellite center of the National Center for Accelerated Schools, which is located at the University of Connecticut. As such, it provides ongoing training through six regional Accelerated School Centers to about 200 Accelerated Schools in the state to help them implement the Accelerated Schools model. <http://www.accelerated-schools.gen.mo.us/>

The National Staff Development Council (NSDC) (800) 727-7288

The National Staff Development Council (NSDC) is the largest non-profit professional association committed to ensuring high levels of learning and performance by all students and staff members. Their goal is to connect members with information, strategies, and best practices that demonstrate high expectations and produce positive results for students and staff. The Council views high-quality staff development programs as essential to creating schools in which all students and staff members are learners who continually improve their performance.
<http://www.NSDC.org>

The Missouri Staff Development Council (MSDC) (888) 636-4395

The Missouri Staff Development Council (MSDC) is a statewide organization that enables its members to be part of and have access to a network of professional development expertise and resources both within the state and nationwide. <http://www.successlink.org/msdc>

The Missouri Staff Development Leadership Council (SDLC) (888) 636-4395

The Missouri Staff Development Leadership Council (SDLC) is a statewide planning team that is designing and implementing an advocacy plan for state and local policies and practices to support outstanding staff development. It is a project sponsored by the National Staff Development Council (NSDC) and operates under the auspices of the Missouri Staff Development Council (MSDC).

The School Portfolio Process Using The School Portfolio; A Comprehensive Framework for School Improvement, Second Edition, Larchmont, NY: Eye on Education, Inc. (573) 751-6833

A school portfolio is a purposeful collection of work that exhibits a school's goals, progress, achievements, and vision for school improvement. The Education for the



Notes

Future Initiative; Continuous Improvement Continuums are the domains of *The School Portfolio*. These rubrics identify outcome expectations and provide an authentic means for ongoing self-assessment by the school in seven interrelated areas crucial to systemic school change. <http://eff.csuchico.edu>
vbernhardt@csuchico.edu

(Refer to Appendix I for School Portfolio Continuums)



Notes



Notes

A large, light gray graphic of a classical building with a triangular pediment and seven columns, centered on the page. The text "SECTION VI" is inside the pediment, and "GENERAL APPENDICES" is inside the columns.

SECTION VI

GENERAL APPENDICES



Notes



Appendix A



Third Cycle Missouri School Improvement Program (MSIP) Professional Development Standards and Report



Notes

Third Cycle Missouri School Improvement Program (MSIP)

A. Standards for Professional Development

6.1 2

Teachers receive training on the curriculum review and revision process, curriculum alignment, and classroom assessment strategies.

6.2 1

The district has a written assessment plan which includes provisions for staff development activities directly related to the assessment program.

6.3 1

The district provides a professional development program that focuses on and supports its curriculum and instructional practices.

6.4 3

Training in the use of instructional equipment and technology is provided.

6.7

Professional development is an integral part of the educational program and all school improvement initiatives.

6.7 1

The district provides intensive, on-going professional development activities that address curriculum and the instructional practices related to student achievement issues identified in the Comprehensive School Improvement Plan (CSIP).

6.7 2

For all staff members, professional development is an integral part of their job responsibilities and expectations.

6.7 3

The district has identified a set of instructional strategies designed to meet the assessed needs of students, and has made a long-term commitment to focus its professional development activities on implementing and reinforcing these strategies.

6.7 4

The district collects and utilizes information regarding the effectiveness of its professional development program in improving instruction and student achievement.

6.7 5

The district has a written plan for professional development which includes the following:



- Professional Development Committee (PDC) policies and procedures (including, but not limited to, mentoring provisions, PDC membership criteria, reimbursement procedures, request procedures, etc.)
- Program objectives aligned with the Comprehensive School Improvement Plan (CSIP)
- Evaluation criteria for the overall professional development program
- Descriptions of the planned professional development activities which are directly related to areas of needed student improvement and aligned with the district's Comprehensive School Improvement Plan (CSIP)
- Provisions for complying with specific program requirements, and all rules, regulations, and legislation related to professional development funding

6.7 6

The district provides substantial time and resources for the professional development of all staff members.

B. Report Writing Form (RWF) (This form is used during the Missouri School Improvement Program (MSIP) review process to verify that the “Standards for Professional Development” have been met.)

6.7 Professional development is an integral part of the educational program and all school improvement initiatives.

6.7.1/6.7.3 RWF based on Interviews and District Response

The District Response for 6.7.1/6.7.3 indicates that teachers have participated in the following types of professional development with the indicated focus or topics:

TYPE OF PROFESSIONAL ACTIVITY

TOPIC/FOCUS/CONTENT

- ☐ Study Group(s)
- ☐ Action Research Group(s)
- ☐ Design Teams
- ☐ Peer Coaching
- ☐ Teacher Collaborative(s)
- ☐ Academics
- ☐ Video-taped Lessons
(for self-appraisal)
- ☐ Reflective Journals/Reflective Practices
- ☐ Portfolio Management/Portfolio of Teaching Strategies

**Notes****6.7.1/6.7.3 RWF based on the District Response and Documentation: Comprehensive School Improvement Plan (CSIP)**

A comparison of the professional development activities listed in the District Response for 6.7.1/6.7.3 and the activities/strategies delineated in the CSIP indicates that a majority of the district's professional development activities **are/are not** clearly related to the objectives/goals of its CSIP. The district has focused on the following three to four instructional strategies: **[Verbatim.]**

The following professional development, support programs, and coaching activities, (or other follow-up activities) have been provided for teachers as they implement these district-wide instructional strategies:

PROFESSIONAL DEVELOPMENT/ SUPPORT ACTIVITIES	PERCENT OF PARTICIPATION		
	(E)	(MS)	(HS)
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

6.7.2 Staff AQ

3. In the past two years, how many professional development activities directly related to improving student performance or instructional improvement have you participated in?

_____ 0-2 _____ 3-4 _____ 5-6 _____ 7+

52. I am expected by my administrator to participate in professional development activities.

53. I believe professional development is an integral part of my job.

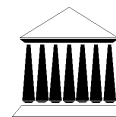
6.7.2 Support Staff AQ

1. The district has provided me with specific inservice training related to my job.
2. The inservice training activities I have attended have helped me do a better job.

6.7.4 RWF based on District Response and Documentation: Results of Most Recent Professional Development Program Evaluation

The district indicated that its professional development program has affected its instructional program and student achievement in the following ways: **[Verbatim]**

The district also indicated the following information regarding how successful its professional development program has been and what criteria were used to determine this: **[Verbatim]**



6.7.5 RWF based on Interviews and Documentation: Professional Development Policies, Procedures, and Procedural Plan

Documentation and interviews indicate the district **has / does not have** a Professional Development Committee (PDC) in place. Members of this committee **are / are not** elected by the staff. The PDC meets _____ [#] times a year, and its responsibilities include:

[Check (✓) those that apply.]

- ☐ conducting a faculty needs assessment
- ☐ assessing needs related to student data
- ☐ developing in-service opportunities
- ☐ coordinating and setting direction for professional development activities
- ☐ presenting faculty suggestions, ideas, and recommendations to the proper authority
- ☐ planning, implementing, and evaluating specific professional development activities
- ☐ working with beginning and experienced teachers in identifying instructional remedies and concerns
- ☐ serving as confidential consultants to individual teachers upon request
- ☐ other: _____

Documentation indicates the district **has/does not have** a written procedural plan for professional development which stimulates and encourages professional growth. The procedural plan includes: **[Circle appropriate response.]**

- YES/NO Program goals aligned with the Comprehensive School Improvement Plan (CSIP)
- YES/NO Evaluation criteria for the overall professional development program
- YES/NO Descriptions of the planned professional development activities directly related to areas of needed student improvement and aligned with the district's Comprehensive School Improvement Plan (CSIP)
- YES/NO Professional Development Committee (PDC) membership criteria
- YES/NO Reimbursement/request procedures
- YES/NO Mentoring provisions, which include:
- YES/NO Provisions for mentor training
- YES/NO Mentor rules and responsibilities
- YES/NO New teachers' responsibilities
- YES/NO Requirements for new teachers' professional development plans
- YES/NO Administrators' responsibilities
- YES/NO Time for new teachers to observe master teachers
- YES/NO Time for mentors to observe and provide feedback to new teachers



Notes

According to interviews and documentation, the Professional Development Committee (PDC):

[Circle the appropriate response.]

- YES/NO Is allocated one percent of the Basic Formula exclusive of categorical add-ons
- YES/NO Spends at least 75 percent of this allocation on activities clearly related to the objectives of the Comprehensive School Improvement Plan (CSIP)
- YES/NO Presents a summary of the planned professional development activities and their relationship to the objectives of the Comprehensive School Improvement Plan (CSIP) for board approval
- YES/NO Develops professional development activities in consultation with the administration

6.7.5 RWF from State and Federal Monitoring and Documentation: Audit

All state and federal program monitoring processes indicate that the district's professional development activities and expenditures **conform / do not conform** to all program requirements.

6.7.6 RWF based on Interviews

Interviews indicate the district provides time for professional development activities through:

- ☐ common planning time
- ☐ release hours/days
- ☐ in-service workshops before or after school
- ☐ continuing training workshops (or "fellowship" training programs)
- ☐ peer or administrative coaching
- ☐ other: _____



To Eliminate the Possibility of Receiving Deficiencies on Their Missouri School Improvement Program (MSIP) Reviews, School Districts Must Make Sure That Their Professional Development Plan and Program Meet the Following Standards:

- ☐ The district's professional development activities are related to the Comprehensive School Improvement Plan (CSIP) objectives/goals.
- ☐ The district professional development program has focused on three or four specific instructional strategies.
- ☐ District professional development activities are directly related to student performance or instructional improvement.
- ☐ Specific criteria is being used to evaluate the professional development program.
- ☐ Appropriate board policies and procedures are in place.
- ☐ The district has a written Professional Development Plan (PDP) which includes goals aligned to the Comprehensive School Improvement Plan (CSIP), evaluation criteria, activities related to improved student achievement, a clear mentoring process, Professional Development Committee (PDC) membership procedures, and the requirements for new teachers professional development plans.
- ☐ There is long and short-range planning relating to development and training of professional staff.
- ☐ The Professional Development Committee (PDC) is elected by the faculty.
- ☐ Teacher and administrator responsibilities for professional development are clearly identified.
- ☐ Time is provided for new teachers to observe master teachers and mentors to observe new teachers.
- ☐ New teacher responsibilities have been identified.



Notes

- ☐ The new teacher assistance program is in place.
- ☐ The Professional Development Committee (PDC) has been allocated one percent of the Basic Foundation Formula exclusive of categorical add-ons.
- ☐ The Professional Development Committee (PDC) spends at least 75% of the 1% funds each year with the remaining amount going to professional development the following year.
- ☐ The Professional Development Committee (PDC) has its plan approved by the board.
- ☐ The Professional Development Committee (PDC) develops activities in consultation with the administration.



Appendix B



Certification



Notes

Effective May 1, 1993

PROFESSIONAL CERTIFICATE I (PC I)

This classification, Professional Certificate I (PC I), is valid for a minimum of three (3) years from the date of issuance. Any additional areas(s) of certification issued during the valid dates of this classification will fall under the same classification regardless of the certificate effective date. Therefore, all areas of certification under the PC I classification will have the same expiration date.

PROCESS TO UPGRADE

During the three (3) years that you hold this classification, you need to complete the following requirements before you can upgrade to a Professional Certificate II (PC II):

1. Complete three (3) years of Department of Elementary and Secondary Education (DESE) approved teaching experience.

Approved teaching experience includes at least half-time, contracted employment in Missouri's public schools or in accredited nonpublic schools. Experience will be accepted when earned in nonpublic schools accredited by North Central Association of Colleges and Schools, Middle States Association of Colleges and Schools, New England Association of Schools and Colleges, Southern Association of Colleges and Schools, National Federation of Nonpublic School State Accrediting Association, Independent Schools Association of the Central States, National Lutheran School Accreditation, Committee on Accredited Schools - University of Missouri-Columbia, or Missouri Center for Voluntary Accreditation of Early Childhood Education - Stephens College, Columbia, Missouri.

Substitute teaching and serving as a teacher's aide or assistant cannot be counted toward teaching experience.

2. Develop and implement a detailed plan of professional development, approved by the employing school district.
3. Serve with a mentor during the first year of training. Your school will assign an appropriate teacher to be your mentor. A mentor is required only for first-year teachers with no experience.
4. Participate in a beginning teacher assistance program from a Missouri college or university.
5. Complete 30 clock hours of inservice education approved by and documented with employing school district.
6. Participate in the school's Performance-Based Teacher Evaluation.

It is your responsibility to complete and document that **ALL** requirements have been met to advance to the next classification, Professional Certificate II (PC II). You may request an



upgrade application to upgrade your classification from the Office of Teacher Certification (see address below) or from your central administration office. The application will be accepted for processing only within 30 days prior to the expiration date of the classification.

Teacher Certification
Post Office Box 480
Jefferson City, MO 65102-0480

If you prefer to request the upgrade form by phone, please call (573) 751-3486. This is a voice mailbox system. Please follow direction as given.

If you have not, or cannot complete all the requirements listed on the opposite side of this page before your classification expires, you should (within 30 days prior to the expiration date of your classification) choose the appropriate option listed below:

1. Send a written request asking for a one-year **EXTENSION** if you will be able to complete all the requirements within that time.

OR

2. Send a written request asking for a three-year **REISSUE** if you are unable to meet the requirements with a one-year extension. This reissue will be effective for three years from the previous Professional Certificate I's (PC I's) expiration date. You may be granted only one three-year reissue.

OR

3. If you have completed a minimum of six (6) semester hours of academic credit since your Professional Certificate I (PC I) classification was issued, send a written request asking for a three-year **REINSTATEMENT**. An official transcript verifying the additional academic credit must be included with your written request.

OR

4. Let your professional classification expire until you re-enter the teaching profession. Your expired classification may be reactivated by either of the following methods:
 - A. Complete a minimum of six (6) semester hours of academic credit within the most recent twelve (12) month period and request a three-year **REINSTATEMENT**. An official transcript verifying the additional academic credit must be included with your written request.
- OR**
- B. If you are offered a teaching contract in Missouri in an area(s) of your expired Professional Certificate I (PC I) classification and you have not completed the required six (6) semester hours of recent academic credit, you and your employer can make a joint request for a two-year nonrenewable provisional certificate. The six (6) semester hours of recent academic credit would be listed as deficiencies for full certification.



Notes

Effective August 1, 2000

PROFESSIONAL CERTIFICATE II (PC II)

This classification, Professional Certificate II (PC II), is valid for a minimum of seven (7) years from the date of issuance. Any additional area(s) of certification issued during the valid dates of this classification will fall under the same classification regardless of the certificate effective date. Therefore, all areas of certification under the PC II classification will have the same expiration date.

If you choose not to complete a Master's degree, this classification may be renewed an unlimited number of times if ALL requirements listed below have been repeated within the previous seven (7) years.

PROCESS TO RENEW PROFESSIONAL CERTIFICATE II (PC II)

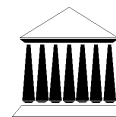
During the seven (7) years that you hold this classification, you need to complete the following requirements before you can renew the Professional Certificate II (PC II) level:

1. Complete seven (7) additional years of Department of Elementary and Secondary Education (DESE) approved teaching experience.

Approved teaching experience includes at least half-time, contracted employment in Missouri's public schools or in an accredited nonpublic school. Experience will be accepted when earned in nonpublic schools accredited by North Central Association of Colleges and Schools, Middle States Association of Colleges and Schools, New England Association of Schools and Colleges, Northwest Association of Schools and Colleges, Western Association of Schools and Colleges, Southern Association of Colleges and Schools, National Federation of Nonpublic School State Accrediting Association, Independent Schools Association of the Central States, National Lutheran School Accreditation, Committee on Accredited Schools - University of Missouri-Columbia, or Missouri Center for Voluntary Accreditation of Early Childhood Education - Stephens College, Columbia, Missouri.

Substitute teaching and serving as a teacher's aide or assistant cannot be counted toward teaching experience.

2. Continue your established professional development plan approved by the employing school district or initiate a plan if this is your first professional classification.
3. Complete 30 clock hours of inservice education approved by the employing school district or serve as a mentor in the entry-year mentor program, the guidelines for which shall be established by the local board of education.
4. Participate in the school's Performance-Based Teacher Evaluation.
5. Earn twelve (12) semester hours of academic credit, other than internship credit appropriate to the following: 1) teaching area(s) currently held, or 2) pursuit of additional area(s) of certification, or 3) coursework which enhances teaching skills, or 4) a planned master's degree in education or in an area of certification. **EXCEPTION:**



Those who have earned a master's degree in education or in an area of certification shall be exempt from the twelve (12) semester hour requirement.

NOTE: If you have completed a master's degree in education or an area of certification, you should upgrade to a Continuous Professional Classification (CPC) if you have completed a minimum of ten (10) years of the Department of Elementary and Secondary Education (DESE) approved teaching experience and satisfied requirements 2, 3, and 4 listed above.

It is your responsibility to complete and document that ALL requirements have been met to renew the Professional Certificate II (PC II) or upgrade to the Continuous Professional Classification (CPC). You may request an upgrade application to renew or upgrade your classification from the Office of Teacher Certification (see address below) or from your central administration office. The application will be accepted for processing only within 30 days prior to the expiration date of the classification.

Teacher Certification
Post Office Box 480
Jefferson City, MO 65102-0480

If you prefer to request the upgrade form by phone, please call (573) 751-3486. This is a voice mailbox system. Please follow directions as given.

If you have not, or cannot complete all the aforementioned requirements before your classification expires, you should (within 30 days prior to the expiration date of your classification) choose the appropriate option listed below:

1. Send a written request asking for a three-year **EXTENSION** if you will be able to complete all the requirements within that time.

OR

2. If you have completed a minimum of six (6) semester hours of academic credit since your Professional Certificate II (PC II) classification was issued, send a written request asking for a seven-year **REINSTATEMENT**. An official transcript verifying the additional coursework must be included with your request.

NOTE: If you have completed a master's degree in education or an area of certification, you may have your certificate **REINSTATED** without taking an additional six (6) semester hours of academic credit.

3. Let your professional classification expire until you re-enter the teaching profession. Your expired classification may be reactivated by either of the following methods:
 - A. Complete a minimum of six (6) semester hours of academic credit within the most recent twelve (12) month period and request a seven-year **REINSTATEMENT**. An official transcript verifying the additional academic credit must be included with your written request.

OR



Notes

- B.** If you are offered a teaching contract in Missouri in an area(s) of your expired Professional Certificate (PC) classification and you have not completed the required six (6) semester hours of recent academic credit, you and your employer can make a joint request for a two-year non-renewable provisional certificate. The six (6) semester hours of recent academic credit would be listed as deficiencies for full certification.



SAMPLE
Form for Recordkeeping
PROFESSIONAL DEVELOPMENT OPTIONS/ACTIVITIES
LOG
Recertification Period: _____ TO _____

Applying Towards Recertification

Option/Activity	Location of Documentation	Dates	Clock Hours	Content & Professional Skills (No. Points)	Other Educational Issues (No. Points)



Notes



Appendix C



Show Me Standards



Notes

PERFORMANCE STANDARDS

Goal 1: Students in Missouri public schools will acquire the knowledge and skills to gather, analyze, and apply information and ideas.

Students will demonstrate within and integrate across all content areas the ability to

1. Develop questions and ideas to initiate and refine research
2. Conduct research to answer questions and evaluate information and ideas
3. Design and conduct field and laboratory investigations to study nature and society
4. Use technological tools and other resources to locate, select, and organize information
5. Comprehend and evaluate written, visual, and oral presentations
6. Discover and evaluate patterns and relationships in information, ideas, and structures
7. Evaluate the accuracy of information and the reliability of its sources
8. Organize data, information, and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
9. Identify, analyze and compare the institutions, traditions, and art forms of past and present societies
10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens, and consumers

Goal 2: Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.

Students will demonstrate within and integrate across all content areas the ability to

1. Plan and make written, oral, and visual presentations for a variety of purposes and audiences
2. Review and revise communications to improve accuracy and clarity
3. Exchange information, questions, and ideas while recognizing the perspectives of others
4. Present perceptions and ideas regarding works of the arts, humanities, and sciences
5. Perform or produce works in the fine and practical arts
6. Apply communication techniques to the job search and to the workplace
7. Use technological tools to exchange information and ideas

**Goal 3: Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.**

Students will demonstrate within and integrate across all content areas the ability to

1. Identify problems and define their scope and elements
2. Develop and apply strategies based on ways others have prevented or solved problems
3. Develop and apply strategies based on one's own experience in preventing or solving problems
4. Evaluate the processes used in recognizing and solving problems
5. Reason inductively from a set of specific facts and deductively from general premises
6. Examine problems and proposed solutions from multiple perspectives
7. Evaluate the extent to which a strategy addresses the problem
8. Assess costs, benefits, and other consequences of proposed solutions

Goal 4: Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.

Students will demonstrate within and integrate across all content areas the ability to

1. Explain reasoning and identify information used to support decisions
2. Understand and apply the rights and responsibilities of citizenship in Missouri and the United States
3. Analyze the duties and responsibilities of individuals in societies
4. Recognize and practice honesty and integrity in academic work and in the workplace
5. Develop, monitor, and revise plans of action to meet deadlines and accomplish goals
6. Identify tasks that require a coordinated effort and work with others to complete those tasks
7. Identify and apply practices that preserve and enhance the safety and health of self and others
8. Explore, prepare for, and seek educational and job opportunities

Missouri students must build a solid foundation of factual knowledge and basic skills in the traditional content areas. The statements listed here represent such a foundation in reading, writing, mathematics, world and American history, forms of



Notes

government, geography, science, health/physical education, and the fine arts. This foundation of knowledge and skills should also be incorporated into courses in vocational education and practical arts. Students should acquire this knowledge base at various grade levels and through various courses of study. Each grade level

and each course sequence should build on the knowledge base that students have previously acquired.

These concepts and areas of study are indeed significant to success in school and in the workplace. However, they are neither inclusive nor are they likely to remain the same over the years. We live in an age in which “knowledge” grows at an ever-increasing rate, and our expectations for students must keep up with that expanding knowledge base.

Combining what students must know and what they must be able to do may require teachers and districts to adapt their curriculum. To assist districts in that effort, teachers from across the state participated in the development of curriculum frameworks in each of the content areas. These frameworks show how others might balance concepts and abilities for students at the elementary, middle and secondary levels. These models, however, are only resources. Missouri law assures local control of education. Each district has the authority to determine the content of its curriculum, how it will be organized and how it will be presented.

There are 40 “knowledge” standards which are listed below.

KNOWLEDGE STANDARDS

Mathematics

In Mathematics, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. Addition, subtraction, multiplication, and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace, and other situations
2. Geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes
3. Data analysis, probability, and statistics
4. Patterns and relationships within and among functions and algebraic, geometric, and trigonometric concepts
5. Mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)
6. Discrete mathematics (such as graph theory, counting techniques, matrices)

Fine Arts

In Fine Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of



1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts
2. The principles and elements of different art forms
3. The vocabulary to explain perceptions about and evaluations of works in dance, music, theater, and visual arts
4. Interrelationships of visual and performing arts and the relationships of the arts to other disciplines
5. Visual and performing arts in historical and cultural contexts

Communication Arts

In Communication Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of and proficiency in

1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)
2. Reading and evaluating fiction, poetry, and drama
3. Reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)
4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)
5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)
6. Participating in formal and informal presentations and discussions of issues and ideas
7. Identifying and evaluating relationships between language and culture

Social Studies

In Social Studies, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. Principles expressed in documents shaping constitutional democracy in the United States
2. Continuity and change in the history of Missouri, the United States, and the world
3. Principles and processes of governance systems
4. Economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)
5. The major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment
6. Relationships of the individual and groups to institutions and cultural traditions
7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)



Notes

Science

In Science, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. Properties and principles of matter and energy
2. Properties and principles of force and motion
3. Characteristics and interactions of living organisms
4. Changes in ecosystems and interactions of organisms with their environments
5. Processes (such as plate movement, water cycle, air flow) and interactions of earth's biosphere, atmosphere, lithosphere, and hydrosphere
6. Composition and structure of the universe and the motions of the objects within it
7. Processes of scientific inquiry (such as formulating and testing hypotheses)
8. Impact of science, technology, and human activity on resources and the environment

Health/Physical Education

In Health/Physical Education, students in Missouri public schools acquire a solid foundation which includes knowledge of

1. Structures of, functions of, and relationships among human body systems
2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
3. Diseases and methods of prevention, treatment, and control
4. Principles of movement and physical fitness
5. Methods used to assess health, reduce risk factors, and avoid high-risk behaviors



Appendix D



Sample Board of Education Policies for Professional Development



Notes

PERSONNEL SERVICES

**Policy 4411
(Regulation 4411)**

Professional Activities, Training and Professional Growth

Professional Development Program

The Board shall provide a Professional Development Program to be in compliance with State Statutes regarding assistance for beginning teachers. A committee will be elected by the teachers to develop a plan to carry out the goals of the Professional Development Program.

The Professional Development Program shall further be in compliance with the “Outstanding Schools Act of 1993” Section 7 of Senate Bill #380 of the 87th General Assembly.

The District will establish a Professional Development Committee (PDC) to work with beginning teachers and experienced teachers in identifying instructional concerns and remedies; assist beginning teachers with implementation of their professional development plan; serve as a consultant upon a teacher’s request; arrange training programs for mentors; assess faculty needs and develop in-service opportunities for school staff, present faculty suggestions, ideas and recommendations pertaining to classroom instruction within the School District; and review and evaluate the District’s staff development program.

PERSONNEL SERVICES

Regulation 4411

Professional Activities, Training and Professional Growth

Professional Development Program

The District supports professional development of its certified staff through the maintenance of a Professional Development Committee (PDC) as well as assistance programs for new teachers and resource programs for experienced teachers.

Professional Development Committee (PDC)

The purpose of the committee is to identify instructional concerns and remedies; assist beginning teachers with the implementation of their professional development plan; serve as consultant at a personal teacher’s request; arrange training programs for mentors; assess faculty needs; develop in-service opportunities for school staff; and provide District administration with suggestions, ideas and recommendations concerning instruction.

Committee Composition

Eligibility to serve on the committee will be restricted to certified employees with a minimum of five years of teaching and/or administrative experience. Members selected will serve for a staggered three (3) year term with one of the committee selected each of three years. New members will be selected by classroom teachers, librarians and counselors. New members will be selected on or by April 30 of the



preceding member's term. Teaching will be completed by June 30 and membership will commence on July 1 of the new school year. Efforts will be made to insure that each attendance center is represented on the committee and that a cross-section of grade levels and disciplines are represented. Administrators may be selected to serve on the committee but will not participate in the selection process.

New Teacher Assistance Program

Each inexperienced teacher employed by the District will be assigned a mentor by the building principal. Mentors will be required to possess at least five (5) years of teaching experience and have received or be willing to complete mentor training. Mentors will work closely with their assigned new teachers during the teachers' first two (2) years.

New teachers, with the assistance of their mentors, will prepare professional development plans. The plans will be consistent with the evaluation criteria and will establish plans of development for the teachers' first two (2) years of teaching.



Notes

Information Provided by the Missouri School Boards Association (MSBA)

FILE: GCL-AP

PROFESSIONAL STAFF DEVELOPMENT

The FIELD (District Common Name) Board of Education values professional development for its faculty, and is committed to providing systematic professional development for beginning and practicing teachers. The Board will support the Professional Development Committee (PDC), will approve professional development plans for beginning teachers, and will provide in-service opportunities for all practicing teachers. Adequate time and funds will be included in the district's yearly calendar and budget to support the programs.

Professional Development Committee (PDC)

Responsibilities

The Professional Development Committee (PDC) shall work with beginning teachers and experienced teachers in identifying instructional concerns and remedies; assist beginning teachers with implementation of their professional development plan; serve as a confidential* consultant upon a teacher's request; arrange training programs for mentors; assess faculty needs; develop in-service opportunities for school staff; and present the coordinator of professional development activities with faculty suggestions, ideas, and recommendations pertaining to classroom instruction within the school district.

**NOTE: Matters discussed by a teacher and the Professional Development Committee (PDC) will be held in confidence, but would not be considered "privileged information," if someone is called upon to testify in court. Only doctors, lawyers, and clergy have a legal right to privileged information.*

Structure

The committee shall have no more than nine (9) members, with membership on the committee spread across disciplines and attendance centers.

Committee members shall be certificated staff members with at least three (3) years of teaching experience and at least two (2) years in the FIELD (District Common Name). Professional Development Committee (PDC) members will be selected for three-year terms. Terms shall be staggered so that approximately one-third of the committee will be new each year. New members shall be selected no later than January 31 annually, training will be accomplished by March 31, and service will begin on April 1.

Committee members shall be selected by the classroom teachers, librarians, and counselors of the district. Administrators may be selected to serve on the committee, but may not participate in the selection process.



Assistance for New Teachers

In order to help beginning teachers polish their skills, improve their chances for success, and encourage them to stay in the profession, the school district will provide a professional development plan for each faculty member who has no teaching experience. The plan will address the teacher's first two (2) years in the classroom, and the goals identified in the plan will relate to the evaluation criteria used by the district. Copies of the initial plan and all subsequent revisions shall be filed in the new teacher's building to be readily available to the teacher and mentor for review and updating.

Beginning teachers will participate in an entry-year mentor program, and will be assigned a mentor, who will initiate preparation of the beginning teacher's professional development plan, and will help the teacher tailor the plan to his or her needs as soon as appropriate.

Mentors must have five (5) years of teaching experience, and be willing to be trained as a mentor. The building principal will be responsible for selecting and placing mentors.

The superintendent or his or her designee will notify the appropriate colleges or universities when their graduates are hired. A coordinated plan for seminars and visitations for first- and second-year teachers will be developed by the district and higher education representatives.

Assistance for Practicing Teachers

The district's Professional Development Committee (PDC) shall assess the in-service needs of practicing teachers annually. The assessment instrument shall be selected by the committee. Once identified, faculty concerns and needs should be categorized by areas such as building, grade level or subject, and the committee should prepare a recommendation for addressing the identified needs and improving classroom instruction in the district.

The success of the district's in-service programs shall be regularly evaluated by the Professional Development Committee (PDC).

* * * * *

Note: The reader is encouraged to review policies and/or forms for related information in this administrative area.

Implemented: FIELD (Adopt Date)

FIELD
(Revise Date)

Cross Refs: GCL, Professional Staff Development Opportunities

Legal Refs: § 168.400, RSMo.
5 CSR 80-800.010, 5 CSR 80-850.040

FIELD (District Location Line)



Notes

Note: This is a sample policy from another school district. Contents do not necessarily reflect official Missouri School Boards Association (MSBA) policy, represent MSBA legal advice or service, and are not intended for exact replication.

FILE: GCLA
Critical

Professional Development Programs

The Adrian R-III Board of Education values professional development for its faculty, and is committed to providing systematic professional development for beginning and practicing teachers. The Board will support the Professional Development Committee (PDC), will provide a professional development plan for beginning teachers, and will provide in-service opportunities for all practicing teachers. Adequate time and funds will be included in the district's yearly calendar and budget to support the programs.

Professional Development Committee (PDC)

Responsibilities:

The Professional Development Committee (PDC) shall work with beginning teachers and experienced teachers in identifying instructional concerns and remedies; assist beginning teachers with implementation of their professional development plan; serve as a confidential* consultant upon a teacher's request; arrange training programs for mentors; assess faculty needs; develop in-service opportunities for school staff; and present the coordinator of professional development activities with faculty suggestions, ideas and recommendations pertaining to classroom instruction within the school district.

**NOTE: Matters discussed by a teacher and the Professional Development Committee (PDC) will be held in confidence, but would not be considered "privileged information," if someone is called upon to testify in court. Only doctors, lawyers, and clergy have a legal right to privileged information.*

Structure:

The committee shall have six members, with membership on the committee spread across disciplines and attendance centers.

Committee members shall be certificated staff members with at least three years of teaching experience and at least two years in the Adrian R-III school district. Professional Development Committee (PDC) members will be selected for three-year terms. Terms shall be staggered so that approximately one-third of the committee will be new each year. New members shall be selected no later than May 10 annually.

Committee members shall be selected by the classroom teachers, librarians, and counselors of the district. Administrators may be selected to serve on the committee, but may not participate in the selection process.

Assistance for New Teachers

In order to help beginning teachers polish their skills, improve their chances for success, and encourage them to stay in the profession, the Adrian R-III school district will provide a



FILE: GCLA
Critical

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Notes

professional development plan for each faculty member who has no teaching experience. The plan will address the teacher's first two years in the classroom, and the goals identified in the plan will relate to the evaluation criteria used by the district. Copies of the initial plan and all subsequent revisions shall be filed in the new teacher's building, to be readily available to the teachers and mentor for review and updating.

Beginning teachers will participate in an entry-year mentor program, and will be assigned a mentor, who will initiate preparation of the beginning teacher's professional development plan, and will help the teacher tailor the plan to his or her needs as soon as appropriate.

The superintendent or his or her designee will notify the appropriate colleges or universities when their graduates are hired. A coordinated plan for seminars and visitations for first- and second-year teachers will be developed by the district and higher education representatives.

Assistance for Practicing Teachers

The District's Professional Development Committee shall assess the in-service needs of practicing teachers annually. The assessment instrument shall be selected by the committee. Once identified, faculty concerns and needs should be categorized by areas such as building, grade level or subject, and the committee should prepare a recommendation for addressing the identified needs and improving classroom instruction in the district.

The success of the district's in-service programs shall be regularly evaluated by the Professional Development Committee (PDC).

* * * * *

Adopted: October 14, 1993

Revised: April 14, 1994

Cross Refs: GCBA, Professional Staff Salary Schedules
GCBDA, Professional Staff Short-Term Leaves and Absences
GCL, Professional Staff Development Opportunities

Legal Refs: § 168.400, RSMo.
5 CSR 80-800.010, 5 CSR 80-850.040

Adrian R-III School District, Adrian, Missouri



Notes

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FILE: GCLA
Critical

PROFESSIONAL DEVELOPMENT PROGRAMS

The Branson R-IV School District Board of Education values professional development for its faculty, and is committed to providing systematic professional development for beginning and practicing teachers. The Board will support the Professional Development Committee (PDC), will provide a professional development plan for beginning teachers, and will provide in-service opportunities for all practicing teachers. Adequate time and funds will be included in the district's yearly calendar and budget to support the programs.

Professional Development Committee (PDC)

Responsibilities:

The Professional Development Committee (PDC) shall work with beginning teachers and experienced teachers in identifying instructional concerns and remedies; assist beginning teachers with implementation of their professional development plan; serve as a confidential* consultant upon a teacher's request; arrange training programs for mentors; assess faculty needs; develop in-service opportunities for school staff; present the coordinator of professional development activities with faculty suggestions, ideas and recommendations pertaining to classroom instruction within the school district; and carry out the components of the District Comprehensive School Improvement Plan as approved by the superintendent and Board.

**NOTE: Matters discussed by a teacher and the Professional Development Committee (PDC) will be held in confidence, but would not be considered "privileged information," if someone is called upon to testify in court. Only doctors, lawyers and clergy have a legal right to privileged information.*

Structure:

The committee shall have no more than twelve members, with membership on the committee spread across disciplines and attendance centers. The superintendent and/or his or her designee shall serve in the capacity of advisor to the committee. Two (2) principals--one representing the elementary, one the secondary school shall serve as ex-officio members. Eight (8) teachers--two (2) from each attendance center (two each from the Primary, Intermediate, Junior High and High School) shall be selected by attendance center faculty through procedures established by the Branson Teachers' Association (BTA) and approved by the School Board.

The selection process will take place in the Spring. The members selected shall serve their terms beginning with the ensuing school year, from July 1 to June 30. This will allow the incumbent committee to finalize summer programming plans by working through the Spring, and if need be into the first part of the Summer. The new members will have the opportunity from their selection in the Spring and through the Summer to attend any workshops or training sessions appropriate to their role as committee members. As the Summer in-service programming will already have been established by the incumbent committee, as well as

**FILE: GCLA
Critical**

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Notes

certain guidelines for the ensuing year, the “new” committee can concentrate on programming for the following year, as well as handle any necessary details for the current year to which they are selected.

Initially, four (4) of the teachers, one (1) from each attendance center, shall serve a one (1) year term, and the remaining four (4) shall serve a two (2) year term respectively. Thereafter each year four (4) teachers will be selected through the selection process for two (2) year terms, allowing for a staggered term format which ensures programming continuity. In the case of a resignation, the Branson Teachers’ Association (BTA) president shall decide whether to appoint or have selected by the appropriate attendance center a replacement, who shall complete the resignee’s unexpired term.

Principals shall serve the length of time appointed by the superintendent.

The Professional Development Committee (PDC) shall select a chairperson on a yearly basis and shall meet as the chairperson deems necessary.

Committee members shall be certified staff members with at least three (3) years of teaching experience and at least two (2) years in the Branson R-IV School District.

Committee members shall be selected by the classroom teachers, librarians and counselors of the district.

Mentor Teacher Program

In accordance with § 168.400.4 (1) and teacher certification rule 5 CSR 80-800.010, a mentor teacher program is hereby established.

Definition

A mentor teacher may be described as a coach, trainer, positive role model, developer of talent, and opener of doors. The mentor is a helper, not an evaluator.

Appointment

Each beginning teacher will be assigned a mentor by the appropriate building principal. In choosing a mentor, the principal shall take into consideration the mentor’s past specialized training and expertise, as well as grade level experience. The mentor shall have a minimum of five (5) years teaching experience.

Responsibilities

The mentor teacher shall work with the beginning teacher in implementing the Professional Development Plan as well as district in-service requirements. In working with the above, the mentor and beginning teacher may outline specific goals that will help ensure teaching success. The mentor is to act as a personal consultant and confidant.



Notes

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FILE: GCLA
Critical

The superintendent or his/her designee will notify the appropriate colleges or universities when their graduates are hired. A coordinated plan for seminars and visitations for first- and second-year teachers will be developed by the district and higher education representatives.

Assistance for Practicing Teachers

The district's Professional Development Committee (PDC) shall assess the in-service needs of practicing teachers annually. The assessment instrument shall be selected by the committee. Once identified, faculty concerns and needs should be categorized by areas such as building, grade level or subject, and the committee should prepare a recommendation for addressing the identified needs and improving classroom instruction in the district.

The success of the district's in-service programs shall be regularly evaluated by the Professional Development Committee (PDC).

* * * * *

Adopted: 03/14/1996

Cross Refs: GCBA, Professional Staff Salary Schedules
GCBDA, Professional Staff Short-Term Leaves and Absences
GCL, Professional Staff Development Opportunities

Legal Refs: § 168.400, RSMo.
5 CSR 80-800.010, 5 CSR 80-850.040

Branson R-IV School District, Branson, Missouri



FILE: GCLA-R

Note: This is a sample policy from another school district. Contents do not necessarily reflect official Missouri School Boards Association (MSBA) policy, represent MSBA legal advice or service, and are not intended for exact replication.

Notes

PROFESSIONAL DEVELOPMENT PROGRAMS

I. Statement of Purpose

The Excellence in Education Act of 1985 mandated the creation of Professional Development Programs for beginning and practicing teachers by all Missouri school districts.

The purpose of the Professional Development Committee (PDC) is to ensure that the Center School District plans, develops and implements professional development activities. These activities will assist the school district and individual professionals employed by the district to achieve the goals of the Center Board of Education and the State of Missouri.

The professional development programs stimulate and encourage the professional growth of both new and experienced teachers. Individual teachers view professional growth as a continuous process of refining skills and keeping abreast of new developments in the field of education. The programs that are developed will be well organized, systematic, and a cooperative effort involving teachers, administrators and School Board members.

II. Membership

The Center School District Professional Development Committee (PDC) will consist of no more than eight (8) members who are elected by their colleagues. Committee members shall be certificated staff members with at least three (3) years of teaching experience and at least two (2) years in the Center School District. Professional Development Committee (PDC) members will be elected for three-year terms. Terms shall be staggered so that approximately one-third of the committee will be new each year. New members shall be elected no later than March 31 annually. Each building will hold nominations and vote by written ballot. Both members will attend the May meeting; however, newly elected members do not have nominating or voting rights at this orientation meeting. Each of the elementary schools, the early childhood center, and the middle school has one (1) representative; the high school has two (2) representatives. The Professional Development Committee (PDC) Coordinator and the instructional and technology specialists are Ad Hoc members.

The principals of each school will be advisory members of the Professional Development Committee (PDC) and will attend each meeting for the purpose of advising the PDC, and of coordinating the professional growth activities of each building with the PDC. The designated administrative representative (professional development coordinator), principals and other administrators may not vote on issues before the PDC.



Notes

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FILE: GCLA-R

A rotating plan for replacing representatives is as follows:

1. If a Professional Development Committee (PDC) member resigns his/her position, a new member will be elected for the remainder of his/her term.
2. The members of the Professional Development Committee (PDC) shall nominate a chair and a recording secretary of the committee at its first meeting in May. Elections will be by written ballot. They shall serve a one-year term.
3. The committee will have available one (1) day of release time per month to carry out its responsibilities. The committee will meet on the second Wednesday of each month, as needed.
4. Each represented unit; high school, middle school, four (4) elementaries, and the early childhood center, will have its own building Professional Development Committee (PDC). Each building PDC will include a district PDC member and a building administrator.
5. If a Professional Development Committee (PDC) member or his/her alternate misses three (3) regularly scheduled meetings between August and May, a new member will be elected from that building.

III. Responsibilities

The Professional Development Committee (PDC) is charged with ten (10) responsibilities. The PDC shall:

1. Plan, develop, coordinate and direct, within a plan approved by the superintendent of schools and, as necessary, the Board of Education, the professional growth activities of the Center School District with the intent of helping the superintendent and the Board of Education achieve their goals.
2. Work with beginning teachers and experienced teachers in identifying instructional concerns and remedies.
3. Develop and implement a mentor program.
4. Serve as a confidential consultant upon a teacher's request.
5. Assess faculty needs for developing in-service opportunities for school staff. Communicate the results of assessment to the entire staff.
6. Present to the Coordinator of Professional Development, faculty suggestions, ideas and recommendations pertaining to classroom instruction within the school district and develop a plan to address the needs and concerns that will be submitted to the Board of Education.



FILE: GCLA-R

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Notes

7. Maintain appropriate records and conduct ongoing and annual evaluations of Professional Development Committee (PDC) activities for certified and classified personnel.
8. Provide training for new Professional Development Committee (PDC) members.
9. Submit to the superintendent of schools, by March 15 of each school year, the general plan for professional growth for the following school year, for his/her approval. The superintendent will submit the approved plan to the Board of Education for its approval in April of the year prior to the year of implementation.
10. Read, study and discuss research on instructional practices and quality professional development.

IV. In-Service Program

1. The district will provide appropriate in-service opportunities for meeting the concerns/needs of the staff and the goals of the Board of Education and the superintendent of schools. The district Professional Development Committee (PDC) will make plans for implementation of the in-service program, determine the time and place for the sessions, the kinds of sessions needed and the professional and resource persons to be used. This effort will be coordinated with the district PDC coordinator.
2. Goals and objectives for each session of the program should be clearly defined and understood by all teachers. The current goals of the Board of Education will determine the professional growth activities of buildings and individuals. Efforts will also be made to tailor programs to the needs of specific groups. The district Professional Development Committee (PDC) will designate by May of each year which in-service sessions will be used for district goals and which for building goals.
3. Principals in cooperation with the building Professional Development Committee's (PDC's) will plan and implement in-service days designated for building level goals.
4. The district Professional Development Committee (PDC) in cooperation with the district PDC coordinator will plan and implement in-service days designated for district goals.
5. An evaluation of each district and/or building in-service will be reviewed and kept on file by the district Professional Development Committee (PDC) for a minimum of seven (7) years.



Notes

FILE: GCLA-R

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6. When school is dismissed for teachers' meetings/in-service, it is expected that all teachers attend.

V. Mentoring Program

Mentoring is the establishment of a personal relationship between an experienced educator(s) and a beginning teacher (protégé) for the purpose of professional support, instruction and guidance. The plan will address the teacher's first two (2) years in the classroom. The district representative will be the coordinator of the mentor program in cooperation with the building principals. The director of personnel will notify the appropriate college or university when graduates of their universities are hired. A coordinated plan for seminars and visitations for first and second year teachers will be developed by the district and higher education representatives.

1. Description of Mentor's Role

- a. The mentor should be on or near the same grade level, department or subject area of the protégé.
- b. Any teacher with five (5) years of teaching experience with a minimum of two (2) years in the district may be a mentor.
- c. The protégé/mentor relationship should last a minimum of two (2) years for teachers not having prior teaching experience.
- d. The mentor will work with the protégé in the building for one-half (1/2) day before school begins.
- e. The mentor will aid in the development of a Professional Development Plan written by the protégé along with the principal's assistance.
- f. The responsibility of the mentor is that of "helper" and not evaluator.

2. Mentors shall receive their assignments with adequate time to help the protégés to prepare their initial Professional Development Plan. They also have a right to decline.

3. Mentors will receive training and compensation:

- a. Mentor training.
- b. An option of \$150 stipend for the year, or district professional development credit.



FILE: GCLA-R

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Notes

- c. Substitute days coordinated with the principal to meet the goals of the program. (Example: Mentor working in protégé's room for one-half (1/2) day...or vice versa; conferencing time; whatever is needed.)

4. Evaluation

Mentors and protégés shall be asked to evaluate the program in writing and to make suggestions for improvement annually.

5. Description of Principal's Role

- a. Inform staff of mentor requirements and responsibilities.
- b. Select mentor/protégé teams.
- c. Attend informational workshops.
- d. Identify areas needing support.
- e. Monitor mentor/protégé relationship.
- f. Coordinate mentoring activities at the building level.
- g. Respect confidentiality of mentor/protégé relationship.

6. Description of Protégé's Role

- a. Develop and implement a long-term professional development plan with the aid of the mentor and building principal.
- b. Become self-sufficient in the classroom.
- c. Plan with the mentor a general yearly schedule of activities (Mentor/Protégé Action Plan).
- d. Maintain and submit appropriate documentation to principal and coordinator of the mentor program.

7. Description of Coordinator's Role

The coordinator will implement all aspects of the mentor program.

- a. Establish mentor/protégé teams with the assistance of the building principal.
- b. Develop and implement the new teacher orientation program for mentors and protégés.



Notes

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FILE: GCLA-R

- c. The Mentoring Handbook will be provided to each mentor and protégé.
- d. Develop and implement a minimum of two (2) half-day group sessions for mentors and protégé pairs.
- e. Coordinate the mentor compensation programs.
- f. All documentations such as correspondence, evaluations and information shall be forwarded to the district level Professional Development Committee (PDC) chairperson.
- g. Conduct in-service evaluations and an annual evaluation of the mentoring program.
- h. Be responsible for the mentoring budget.

VI. Orientation

The district Professional Development Committee (PDC) will conduct an annual orientation meeting for all teachers at the beginning of each year.

At the meeting the Professional Development Committee (PDC) shall:

1. Provide an overview of objectives, roles and responsibilities of the Professional Development Committee (PDC).
2. Describe the process by which the district and building committees will meet their responsibilities.
3. Stress the individual teacher's role in the assessment of in-service needs.
4. Clearly delineate the difference between Professional Development Committee (PDC) mentor program and the evaluation process.

VII. Evaluation

The Professional Development Committee (PDC) considers ongoing evaluation of its activities to be a valuable means of upgrading its services to the district's staff and students. The committee's evaluation efforts will be three-pronged:

1. The committee will conduct a self-evaluation of the year's activities, to be completed annually during the month of May, and file it with the Coordinator of Professional Development.



FILE: GCLA-R

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2. Mentors and protégés shall be asked, during the month of March, to evaluate the mentoring program in writing and to make suggestions for improvement(s).

These evaluations will be filed with the coordinator of professional development and filed/reviewed by the Professional Development Committee (PDC).

3. An evaluation of each district and/or building in-service will be conducted and filed with the coordinator of professional development and the district level Professional Development Committee (PDC) chairperson. These evaluations will be reviewed by the PDC.

* * * * *

Approved: 02/19/1997

Revised: 02/28/2000; 07/24/2000

Center School District #58, Kansas City, Missouri



Notes

Information provided by the Missouri School Boards Association (MSBA)

FILE: GCLB
Critical

PROFESSIONAL STAFF CAREER LADDER PROGRAM

The FIELD (District Common Name) will participate in a voluntary Career Ladder Program for its professional staff. Information concerning the Career Ladder plan is available upon request in the district's central office.

* * * * *

Note: The reader is encouraged to review administrative procedures and/or forms for related information in support of this policy area.

Adopted: FIELD (Adopt Date)

FIELD (Revise Date)

Cross Refs: GCL, Professional Staff Development Opportunities

Legal Refs: § 168.500.-515, RSMo.

FIELD (District Location Line)



Information provided by the Missouri School Boards Association (MSBA)

Notes

FILE: DB
Critical

ANNUAL BUDGET

One of the primary responsibilities of the Board of Education is to secure adequate funds to conduct a quality program of education in the school district. The annual school budget represents a written document presenting the Board's plan for allocation of the available financial resources into an explicit expenditure plan to sustain and improve the educational function of the school district. It is a legal document describing the programs to be conducted during the fiscal year, and is the basis for the establishment of tax rates for the district.

The budget shall be based on the educational needs and financial ability of the district as cooperatively identified by the superintendent and staff, the Board of Education, and the school community. As such, the annual school budgeting process is an important function of school district operations, and should serve as a means to improve communications within the school district organization, and with the residents of the community.

Public school budgeting is regulated and controlled by state statutes and regulations. A budget is required for every fund that the school district uses in its yearly operation. The annual budget of the school district shall be considered as a controlled spending plan for the ensuing fiscal year. The superintendent is authorized to make expenditures and commitments in accordance with the annual budget, and in harmony with specific policies, rules and procedures of the Board of Education, administrative plans approved by the Board, the district's system of internal accounting, and the state statutes. The same procedures shall be followed with respect to expenditures provided for by specific Board of Education action.

* * * * *

Note: The reader is encouraged to review administrative procedures and/or forms for related information in support of this policy area.

Adopted: FIELD (Adopt Date)

FIELD (Revised Date)

Cross Refs: DBB, Fiscal Year

Legal Refs: §§ 67.010-.110, RSMo.

FIELD (District Location Line)



Notes

Information provided by the Missouri School Boards Association (MSBA)

FILE: DBD
Critical

DISTRICT BUDGET

The superintendent shall be designated by the Board to serve as the budget officer of the district. As the budget officer, the superintendent will direct the planning and preparation of the budget, and will submit it to the Board for approval. The superintendent will present a tentative budget proposal for the following year to the Board as provided in § 67.020, RSMo., and the final budget proposal before the new fiscal year begins.

The planning and preparation of the budget is a continuing process. It must involve a number of people who have knowledge of the educational needs of the community and who can provide accurate data in regard to the financial potential of the district. Members of the Board, citizens, students, and professional and support staff members should be involved in the planning process, which culminates in the preparation of the budget document. The superintendent will establish procedures that seek input from the appropriate people on budgetary needs, and which consider the priorities established by the Board.

In assuming responsibility for budget preparation, the superintendent will observe the guidelines on budget preparation as cited in state statutes, as well as regulations issued by the Missouri Department of Elementary and Secondary Education (DESE).

The budgeting system will be organized and presented in accordance with the format required to comply with state statutes and the regulations of the Department of Elementary and Secondary Education (DESE), as based on *Handbook II, Revised*, and as modified by the *Missouri Financial Accounting Manual, Revised*.

The annual budget document shall present a completed financial plan for the ensuing budget year, and shall include at least the following statutory requirements:

- ⇒ A budget message describing the important features of the budget and major changes from the preceding year.
- ⇒ Estimated revenues to be received from all sources for the budget year, with a comparative statement of actual or estimated revenues for the two (2) years next preceding, itemized by year, fund and source.
- ⇒ Proposed expenditures for each department, office and other classification for budget year, together with a comparative statement of actual or estimated expenditures for the two (2) years preceding, itemized by year, fund, activity and object.
- ⇒ The amount required for the payment of interest, amortization and redemption charges on the debt of the school district.
- ⇒ A general budget summary.



In no event shall the total proposed expenditures from any fund exceed the estimated revenues to be received plus any unencumbered balance, or less any deficit estimated for the beginning of the budget year. Upon the recommendation of the superintendent, the Board will approve a system of internal accounting to ensure proper financial accounting of revenues and expenditures.

The superintendent, working with the staff, shall prepare a tentative budget for the next fiscal year. This budget must be ready for Board consideration before the beginning of the fiscal year. The Board may revise the items contained therein, and will at that meeting adopt the portion of the budget dealing with the salary schedule and the needed tax rate for the district. Should the adopted budget require an increase in the tax levy above the authorized level that the Board may levy, the tax levy increase shall be presented to the voters for approval. If the voters fail to pass the tax levy increase, the budget shall be appropriately adjusted.

The Board will conduct at least one (1) public hearing in regard to the proposed budget and taxation rate. The superintendent will present a final budget to the Board at a regular or special Board meeting before the new fiscal year begins.

The adopted budget of the FIELD (District Common Name) serves as the control to direct and limit expenditures in the district. Overall responsibility for assuring control rests with the superintendent, who will establish procedures for budget control and reporting throughout the district.

The total amounts which may be expended during the fiscal year for the operation of the school district are set forth in the budget. The total budgeted expenditure for each program is the maximum amount that may be expended for that classification of expenditures during the school year, unless a budget transfer is recommended by the superintendent and is approved by the Board.

In cases where a proposed expenditure has not been included in the adopted budget or considered by the Board, no action shall be taken until the superintendent informs the Board of the emergency need of the expenditure and the balances in the specific funds. Thereafter, the Board may follow one (1) of the two (2) following plans:

1. It may appropriate an amount sufficient to take care of the needed expenditure from the unencumbered budget surplus, provided the appropriation and expenditure can be made from the proper fund; or
2. When the unencumbered budget surplus is insufficient to meet the emergency, the Board of Education shall instruct the superintendent to revise the budget in order that sufficient funds may be available for the emergency expenditure, if the expenditure is approved by the Board.

The Board will review the financial condition of the district monthly, and shall require the superintendent to prepare a monthly reconciliation statement. This statement will show the amount expended during the month, total (to date) for the fiscal year, receipts and remaining



Notes

balances in each fund. This statement will be used as a guide for projected purchasing and as a guide for budget transfers.

During the budget year, the superintendent may transfer any unencumbered balance or portion thereof from the expenditure authorization of one (1) account to another, subject to limitations provided by state laws and approval by the Board.

All monies received by the school district shall be disbursed only for the purposes for which they are levied, collected or received.

* * * * *

Note: The reader is encouraged to review administrative procedures and/or forms for related information in support of this policy area.

Adopted: FIELD (Adopt Date)

FIELD (Revised Date)

Cross Refs: DI, Fiscal Accounting and Reporting/Accounting System

Legal Refs: §§ 67.010-.110, 165.016, .021, .051, .091, .131, RSMo.

Mo. Constr., Art. VI, § 26

Mercantile Bank of Illinois v. School District of Osceola, 834 S.W.

2d 737 (Mo. bank 1992)

FIELD (District Location Line)



Appendix E



Sample Individual Professional Development Plans and Logs



Information provided by the Missouri School Boards Association (MSBA)

Sample Individual Professional Development Plan Initial Professional Development

The purpose of a professional development plan and portfolio is to give an educator the tools necessary to guide him or her through a continuous lifelong process. This process is based upon the individual educator's needs, and the needs of the district. It is designed so that the life-long learning component is aligned to ultimately improve student achievement.

The means to achieve the ongoing goals and plans-of action for every educator will be different. Every educator will not have the same plan for various reasons, including individual strengths, weaknesses, and learning styles.

The *DESE PDC Guidelines* Committee and the Missouri Department of Elementary and Secondary Education's (DESE's) section of Professional Development has provided forms which may be used as a basic model for the development of a professional plan. Also included is a St. Louis RPDC "Professional Growth Log." It should be emphasized, however, that these materials are offered as samples only. Each district will want to develop a specific plan which may include material mentioned but will also include items that address the uniqueness of the local staff and district.

Educators may want to use a portfolio process to collect data and artifacts that support the goals and plan-of-action of the professional development plan. This will assist the reviewer in determining the success of the plan. Data and artifacts could include such things as workshop certificates, report cards, letter of recognition and/or acknowledgment, names and dates of conferences attended, awards received, a videotape of teaching and review form, and a reflection journal.

Specific "how-to's" for the completion of a professional development plan include:

1. Developing a plan with a mentor using individual and school assessments, teacher standards, goals of the district, school improvement plan, etc. (See Teacher Self-Assessment Inventory)
2. Listing goals and prioritizing according to the standard indicated.
3. Giving headings to major goals with specific plans-of-action and strategies.
4. Identifying the resources needed to achieve the goals and the persons involved.
5. Reviewing the plan and supporting portfolio during specified dates to evaluate success and redefine goals and plans-of-action.
6. Recording all information, books read, conferences attended and notes.

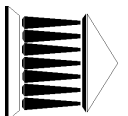
As districts design professional development plans and programs based on local needs, CSIP goals and professional development philosophy, they may wish to obtain additional information by attending the annual Show-Me Professional Development Conference and/or contacting an institution of higher education, a teachers' association, the local Regional Professional Development Center (RPDC) or other resources through the Department of Elementary and Secondary Education.

Individual Professional Development Plan
(In alignment with 2000 PBTE Guideline Standards)

Sample 1

Standards	Goals	Strategies/Actions	How to be Measured	Resources Needed	Persons involved with process	Review Date	Date Achieved or On-Going	Notes
The teacher causes students to actively participate and be successful in the learning process							/ / / /	
The teacher uses various forms of assessment to monitor and manage student learning							/ / / /	
The teacher is prepared and knowledgeable of the content and effectively maintains students' on-task behavior							/ / / /	
The teacher communicates and interacts in a professional manner with the school community							/ / / /	
The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance							/ / / /	
The teacher acts as a responsible professional in addressing the overall mission of the school district								

for Student Success



Notes



Notes

(SAMPLE)

TEACHER SELF-ASSESSMENT INVENTORY
of Skills and Interest

NAME _____

GRADE LEVEL _____

SUBJECT AREA _____

PLEASE RESPOND TO EACH ITEM

INTEREST

Please Circle

Minimal

High

The teacher causes students to actively participate and be successful in learning process:

1. The teacher causes students to acquire the knowledge and skills to gather, analyze, and apply information and ideas 1 2 3 4

2. The teacher causes students to acquire the knowledge and skills to communicate effectively within and beyond the classroom 1 2 3 4

3. The teacher causes students to acquire the knowledge and skills to recognize and solve problems. 1 2 3 4

4. The teacher causes students to acquire the knowledge and skills to make decisions and act as responsible members of society. 1 2 3 4

The teacher uses various forms of assessment to monitor and manage student learning

5. The teacher uses various ongoing forms of assessment to monitor and manage student learning. 1 2 3 4

6. The teacher provides continuous feedback to students and families.

1 2 3 4

7. The teacher assists students in the development of self-assessment skills.

1 2 3 4

8. The teacher aligns the assessments with the goals, objectives, and instructional strategies of the district curriculum guides. 1 2 3 4

9. The teacher uses assessment techniques that are appropriate to the varied characteristics and developmental needs of students. 1 2 3 4



(SAMPLE)

Notes

The teacher is prepared and knowledgeable of the content and effectively maintains students' on-task behavior

10. The teacher demonstrates appropriate preparation of instruction.

1 2 3 4

11. The teacher chooses and implements appropriate methodology and varied instructional strategies which address the diversity of learners.

1 2 3 4

12. The teacher creates a positive learning environment.

1 2 3 4

13. The teacher effectively manages student behaviors.

1 2 3 4

The teacher communicates and interacts in a professional manner with the school community

14. The teacher communicates appropriately with students, parents, community, and staff.

1 2 3 4

15. The teacher engages in appropriate interpersonal relationships with students, parents, community, and staff.

1 2 3 4

The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance

16. The teacher successfully engages in professional development activities consistent with the goals and objectives of the building, district, and state.

1 2 3 4

17. The teacher engages in professional growth.

1 2 3 4

The teacher acts as a responsible professional in addressing the overall mission of the school district

18. The teacher adheres to all the policies, procedures and regulations of the building and district.

1 2 3 4

19. The teacher assists in maintaining a safe, and orderly environment.

1 2 3 4

20. The teacher collaborates in the development and or implementation of the district's vision, mission, and goals.

1 2 3 4



Notes

XXXXXX SCHOOL DISTRICT
INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN

NAME _____ SCHOOL YEAR _____

SCHOOL _____ SUPERVISOR _____

POSITION (Grade/Subject/Admin.) _____

1. Related District Comprehensive School Improvement Plan (CSIP) Goals:

2. Related School Improvement Plan (SIP) Goals:

3. Measurable objectives for professional growth:

Objectives

How Measured (Data to be Collected)

(What do you want to improve? How do you want to grow? What will that look like in terms of student achievement?)

(What data that is directly related to student achievement, as well as to your professional growth activities/plan will you collect?)

4. Activities, Timeline, and Benchmarks:

Activities

Timeline

Benchmarks _____

(Specifically, what will you do? Itemize.)

(When will you participate in each activity?)

(What data/information will be collected for review and discussion?)

Signed: _____

Date: _____

Signed: _____

Date: _____



Sample 3

Notes

Individual Professional Development Plan

Date: _____

Name: _____

Employment Date: _____

1. VISION/MISSION (Aligned with District and Building Vision/Mission)

2. GOALS--COMMITMENT

A. Professional Goals

B. Personal Goals

3. PLAN-OF-ACTION INSURING SUCCESS

A. Professional Goals



Notes

(SAMPLE)

B. Personal Goals

4. BIGGEST CHALLENGE OR BARRIERS TO ACHIEVE GOALS

5. TIMETABLE

6. ACCEPTABLE EVIDENCE OF ATTAINMENT

A. Excellence:

B. Failure:



(SAMPLE)

7. BENEFITS/REWARDS/CELEBRATION

OTHER COMMENTS:

Notes



Notes

Sample 4

(Carroll Independent School District)

School Year _____

Individual Development Plan for Instructional Staff

Name _____ Social Security # _____
Campus _____ Assignment _____ Plan Approved _____
Supervisor's Initials _____ Date _____

District Training Options:

If you are participating in K-3 or 4-6 Literacy Assessment training, the 30-Hour G/T training, or the 7-Day Cognitive Coaching training, you will complete this form at that training.

Identify the District OR Campus Staff Development Goal to which your Individual Development Plan (IDP) is aligned:

Desired Outcome for Individual Development Plan:

- ☐ State your Desired Outcome for the year (What do you want to improve/change so student learning improves?)

- ☐ List your plan of activities that will help you achieve your Desired Outcome:

- ☐ Identify the evidence or indicator for each level below that you will present to your supervisor that demonstrates:

1. how you have USED your new knowledge and/or skills:

2. how your Independent Development Plan (IDP) DESIRED OUTCOME has impacted student learning:

SIGN UPON COMPLETION OF PLAN ACTIVITIES:

Employee's Signature _____ Date of Accomplishment _____

Supervisor's Signature _____ Date of Accomplishment _____

Professional Development Plan for Teachers

Name: _____ School: _____

Mentor: _____ School Year: _____



PERSONAL CONTINUOUS GROWTH PLAN

Name _____ Date _____

School Success Correlates	Planned Outcomes	Implementation Strategies	Indicators of Success (Data)



Notes

Sample 6

Individual Professional Development Plan
ORGANIZATIONAL GOALS

“Without explicit learning goals, we are simply not set up and organized for improvement for results. Only such goals will allow us to analyze, monitor, and adjust practice toward improvement.”

Mike Schmoker

Name: _____ Date: _____

School: _____ Supervisor: _____

District Goal(s)

School Goals(s)



Section A: Goals for Personal Growth

Notes

Date: From _____ To _____

What I want to learn more about:

How will this support student learning:

Possible strategies:

[illegible]

Section C: Professional Readings, Books, Journals, Documents, etc.

[illegible]

[illegible]

Section E: Personal Review File
Letters of Support, Thank You Notes, Certificates, etc.

[illegible]



Notes



Sample Professional Growth Logs



Notes

COLLABORATIVE STAFF DEVELOPMENT FOR STUDENT LEARNING

“Student learning outcomes should provide the starting point for all school improvement and staff development efforts.”

Tom Guskey
Dennis Sparks

Through the use of a Personal Growth Log, teachers can reflect on their goals for personal development and participate in the establishment of a written summary of their recent teaching and learning experiences. The process will focus on the positive correlation between the teacher’s efforts and students’ success in the achievement of the learning outcomes.

The following is an outline of some indicators which could be addressed during planning, discussions and the organization of written summaries.

PLANNING FOR INSTRUCTION AND ASSESSMENT

- Addressing needs for students
- Differentiation of program to meet student needs
- Reference to Show-Me Standards
- Adaptation of curriculum
- Variety of instructional resource materials and evaluation tools
- Collaboration with colleagues
- Validation of student achievement
- Planning for positive learning behaviors
- Alignment of assessment with curriculum and instruction

LEARNING ENVIRONMENT

- Classroom atmosphere; rapport with students
- Recognition of students’ backgrounds and individual needs
- Management techniques and routines
- Communication with students, parents and community
- Classroom work space
- Time management

TEACHING AND LEARNING STRATEGIES

- Identification of student needs
- Modification of program as required
- Recognition of student knowledge and experiences
- Use of a variety of instructional strategies, groupings and resources
- Relevance of program
- Integration of program
- Involvement of students in planning and evaluating
- Communication with students and parents



TEACHING AND LEARNING STRATEGIES, cont'd.

- Opportunities to reflect, consolidate learning and pose questions
- Interactions with colleagues, students and parents
- Consultation and co-planning with colleagues

ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT

- Diagnosing student needs
- Use of a variety of assessment tools
- Alignment of learning outcomes, instruction and evaluation
- Involvement of students in evaluation
- Communication with students and parents
- Establishment of relevant criteria for evaluation
- Use of assessment data to improve instruction

INTERPERSONAL SKILLS AND ATTITUDES

- Demonstration of respect, courtesy, tolerance, openness
- Demonstration of consistent and fair actions
- Development of a supportive atmosphere
- Demonstration of effective communication skills
- Demonstration of adaptability and flexibility
- Participation in solving problems
- Collaboration with colleagues

CONTRIBUTIONS TO SCHOOL SUCCESS

- Demonstration of the values of the school, district and state
- Contribution to a school success plan
- Participation in school/district committees
- Facilitation of professional growth of colleagues
- Establishment of co-operative working relationships with colleagues
- Contribution to school events
- Establishment of effective parent and community relations



Notes

(SAMPLE)

MENTOR/MENTEE LOG
First Quarter '01-'02

Please check all activities accomplished, and list the approximate date it occurred on the form below.

We:	Date
<input type="checkbox"/> Met and got acquainted	_____
<input type="checkbox"/> Developed collegial relationship (continue to monitor progress)	_____
<input type="checkbox"/> Discussed Professional Development Plan (PDP)/Inservice Hours	_____
<input type="checkbox"/> Set up weekly/biweekly meeting time	_____
<input type="checkbox"/> Shared resources	_____
<input type="checkbox"/> Set date to observe in mentor's class	_____
<input type="checkbox"/> Set date to observe mentee	_____
<input type="checkbox"/> Discussed teacher evaluation	_____
<input type="checkbox"/> Discussed first quarter grades and parent-teacher conferences	_____
<input type="checkbox"/> Scheduled meetings/inservice for this year	_____
<input type="checkbox"/> Held question/answer period	_____

Signatures verify that we have accomplished the activities checked off above.

Mentor

Mentee



(SAMPLE)

MENTOR/MENTEE LOG

Second Quarter '01-'02

Please check all activities accomplished, and list the approximate date it occurred on the form below.

We:	Date
<input type="checkbox"/> Finalized Professional Development Plan (PDP) and made copies for both of us and the principal	_____
<input type="checkbox"/> Met for informal discussions (in the hall and at lunch)	_____
<input type="checkbox"/> Celebrated together by _____	_____
<input type="checkbox"/> Talked about first quarter grades and parent-teacher conferences	_____
<input type="checkbox"/> Discussed classroom problems	_____
<input type="checkbox"/> Scheduled second classroom observation	_____
<input type="checkbox"/> Watched each other teach	_____
<input type="checkbox"/> Talked about what we saw	_____
<input type="checkbox"/> Met with Principal to discuss how things are going	_____
<input type="checkbox"/> Discussed professional development opportunities	_____
<input type="checkbox"/> Scheduled a time to see another teacher in his/her classroom.	_____

Signatures verify that we have accomplished the activities checked off above.

Mentor

Mentee



Notes

(SAMPLE)

MENTOR/MENTEE LOG
Third Quarter '01-'02

Please check all activities accomplished, and list the approximate date it occurred on the form below.

We:	Date
<input type="checkbox"/> Continued informal contact (hallway/lunch)	_____
<input type="checkbox"/> Reviewed Professional Development Plan (PDP)/Inservice Hours	_____
<input type="checkbox"/> Reviewed attendance at building/district events	_____
<input type="checkbox"/> Scheduled third observation	_____
<input type="checkbox"/> Discussed a new/innovative teaching strategy	_____
<input type="checkbox"/> Evaluated relationship so far	_____
<input type="checkbox"/> Celebrated by _____	_____
<input type="checkbox"/> Scheduled a time to see another teacher in his/her classroom	_____

Signatures verify that we have accomplished the activities checked off above.

Mentor

Mentee



(SAMPLE)

MENTOR/MENTEE LOG
Fourth Quarter '01-'02

Please check all activities accomplished, and list the approximate date it occurred on the form below.

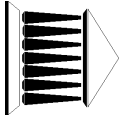
We:	Date
<input type="checkbox"/> Finalized Professional Development Plan (PDP), copy sent to _____ at _____	_____
<input type="checkbox"/> Finalized Inservice Hours form, copy sent to _____ at _____	_____
<input type="checkbox"/> Set Professional Development Plan (PDP) goals for next year	_____
<input type="checkbox"/> Evaluated program	_____
<input type="checkbox"/> Celebrated/recognized accomplishments	_____

Signatures verify that we have accomplished the activities checked off above.

Mentor_____
Mentee

(SAMPLE)
Log of Activities

Number	Date	Title of Workshop, Activity, Strategy	Hours	Signature
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				





Appendix F



Sample District Professional Development Plans (Including Budget Summary)

- **Marion C. Early School District (small size)**
- **New Roman R-I School District (medium size)**
- **Francis-Howell School District (large size)**



Notes

MARION C. EARLY PROFESSIONAL DEVELOPMENT PLAN

I. STATEMENT OF PURPOSE:

The purpose of the Marion C. Early R-V Professional Development Plan is to encourage and support new and experienced teachers in their continuous effort to improve instruction so that all students may achieve to their potential. For individual teachers, professional growth should be viewed as a continuous process. As professional educators reflect on their practices, they should develop and articulate their beliefs about teaching and learning while applying them to their classrooms.

The professional development plan recognizes a need for commitment from teachers, administrators, school board members, higher education and community members. They must collaborate as a team with the common goal of improving instruction for enhanced and sustained learning. Results-driven, high quality professional development activities, professional materials, on-going in-service workshops and classes, and appropriate follow-up activities are needed to support MCE's Comprehensive School Improvement Plan (CSIP).

II. MARION C. EARLY SCHOOL BOARD COMMITMENT:

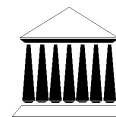
The Marion C. Early R-V Board of Education values professional development for its faculty and is committed to providing systematic professional development for beginning and experienced teachers. The Board will support the professional development committee with the one percent minimum guarantee of its revenue from the Foundation program plus additional funds where needed to achieve district goals. The Board shall work with:

“...beginning teachers and experienced teachers in identifying instructional concerns and remedies; serve as a confidential consultant upon a teacher's request; assess faculty needs and develop in-service opportunities for school staff; and present to the proper authority faculty suggestions, ideas, and recommendations pertaining to classroom instruction within the school district.”

(RSMo. 168.400.4)

III. PROFESSIONAL GROWTH IS:

1. Expanding one's academic knowledge and experiences to help students grow.
2. Setting personal/professional goals and establishing means to achieve these goals.
3. Growing of individuals within each group resulting in interdependence among the team.
4. Continuing the process of learning throughout one's career.



IV. THE PROFESSIONAL DEVELOPMENT COMMITTEE IS CHARGED WITH FOUR MAIN RESPONSIBILITIES:

1. Identify instructional concerns and remedies for beginning and experienced teachers
2. Serve as a confidential consultant upon a teacher's request
3. Assess faculty need and develop in-service opportunities for school staff
4. Present to the proper authority faculty suggestions, ideas, and recommendations pertaining to classroom instruction.

V. GOALS AND OBJECTIVES FOR SCHOOL IMPROVEMENT:

In the planning and development of district professional growth activities for the pre-service teachers and beginning teachers, the PDC establishes the following goals and objectives:

GOAL: To improve student success.

OBJECTIVE: The Professional Development Committee must identify professional development opportunities that support teachers as they provide a balance between traditional and hands-on, authentic learning experiences for student success.

ACTIVITIES: Staff members will be offered on-going opportunities to attend training for MAP, for special needs students, for improved student success, assessment, advisement programs, discipline, communication with parents and proven research on different teaching techniques. For students to have the best opportunity for success, teachers must understand and competently use performance assessment techniques in conjunction with other assessment options. Teachers need instruction in integrating performance assessment techniques into their instructional practices.

GOAL: To increase parental and community involvement in the education of their children.

OBJECTIVE: To gain skills to involve parents and community in the education of their children.

ACTIVITIES: Staff members will provide information, invite parents and community to school functions, be part of the learning process of the students, attend workshops involving technology, attend in and out of district workshops addressing parental involvement and attend meetings involving parents such as Parents Advisory Meetings, Positive Action Meetings, and CSIP meetings.

GOAL: To receive training in new teaching strategies to help improve student achievement.

OBJECTIVE: To gain new techniques and learn new teaching strategies that will increase student performance.

Notes



Notes

ACTIVITIES: PDC will plan meetings, encourage study groups, and provide information using outside resources, i.e., colleges and universities, professional groups, Regional Professional Development Centers (RPDCs), and other experts for development activities. PDC will also develop a budget for continued growth of these programs.

GOAL: To provide a safe and drug-free environment.

OBJECTIVE: Staff members are offered workshops to help provide our school with a safe and drug-free learning environment.

ACTIVITIES: Staff members are trained in coping with internal and external crisis, safety equipment procedures, special education needs, job stress, burnout, drug awareness, multi-cultural and gender-bias issues for students, staff and faculty.

GOAL: To encourage staff members to maintain membership and participate in in-district organizations and out-of-district organizations.

OBJECTIVE: To actively participate in organizations that promote interest in professional growth.

ACTIVITIES: Staff members may be a member of and attend organizational meetings held within the district: 1) Teachers Helping Other Teachers (THOT), 2) Marion C. Early Education Association (CTA), 3) MSIP Committee, 4) CSIP Committee, 5) Positive Action Committee, 6) Professional Development Committee, 7) Career Ladder Committee

GOAL: To encourage staff members to provide sponsorship of clubs and organizations related to academic areas along with active involvement of students and parents.

OBJECTIVE: Each staff member sponsoring an academic club or organization will incorporate academic content.

ACTIVITIES: Staff members may sponsor academic clubs and organizations such as Student Council, Art Club, Math Club, History Club, Streams Team, Reading Club, and Academic Bowl.

GOAL: To provide assistance in the mentoring of beginning teachers and teachers new to the system, with beginning and new teachers being provided with a mentor for two years.

OBJECTIVE: Oversee and assist in a mentoring program.

ACTIVITIES: Provide mentees with information on PC I, PC II, PC III, assist in the development of the mentoring program, address routine procedures, discipline and communicate with parents, serve as a confidential consultant upon a teacher's request, and inform teachers of the various workshops that are available to them.



GOAL: To address the district Comprehensive School Improvement Plan (CSIP) goals.

OBJECTIVE: To reassess and update our standards-based curriculum to insure that we are providing students with relevant and useful learning opportunities consistent with our mission; to reassess student performance standards and assessment techniques; to develop and implement strategies to present the district in a positive, proactive manner; to re-evaluate our instructional program to ensure that varied instructional techniques are being used to address the diversity of the student population and desired learner expectations; and to maintain fiscal practices that will meet current and future educational programs.

ACTIVITIES: Provide stipends for writing the curriculum, continue providing on-going workshops on techniques and strategies that are known teaching practices to help meet the needs of students.

VI. CSIP STRATEGIES AND ACTIVITIES RESPONSIBLE BY PDC

1. Provide professional development opportunities for staff to improve their computer literacy.
2. Provide staff in-service activities concerning substance abuse.
3. Train teachers in Kagan Cooperative Learning Strategies.
4. Provide time for “teacher trainers” to share strategies learned with others.
5. Purchase additional materials for teacher resource library of the following topics: cooperative learning, multiple intelligences, and brain-based learning.
6. Provide in-service opportunities on-site in the area of technology.
7. Continue membership in RCET.
8. Provide the necessary resources for teachers to be computer literate.
9. Train teachers in Early Literacy Methods.

VII. SUGGESTED STRATEGIES TO HELP ALL STUDENTS BECOME MORE ENGAGED IN LEARNING

1. Use a multisensory approach to teaching and learning, including auditory, visual, and hands-on techniques.
2. Present concepts in several ways linking them to what students already know and checking frequently for understanding.
3. Model learning strategies and encourage students to talk about their own thinking and learning processes.
4. Teach students how to organize their thoughts using drawings, charts, outlines, thumbnail sketches, computer-generated flow charts, spreadsheets, databases, etc.
5. Encourage students to use technology as a user-friendly tool for learning.
6. Use questions and approaches that require inquiry, problem solving, and the synthesizing of ideas.
7. Provide equal opportunities for all students to participate in class activities.
8. Adapt materials to accommodate students with special needs.
9. Provide real-life and work applications of what students should know and be able to do.
10. Develop a classroom assessment program that allows all students to show what they know and can do.

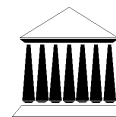


Notes

VIII. PROFESSIONAL DEVELOPMENT COMMITTEE STRUCTURE:

The Marion C. Early Professional Development Committee will be a standing district-wide committee developed according to the following guidelines:

1. The PDC will consist of eight teachers who are elected representatives from the elementary, junior high and senior high. A building principal or superintendent will be asked to serve as an ex-officio member. He/she would be expected to promote communication and facilitate the work of the committee.
2. Committee members shall be certified staff members with at least two years of teaching experience and at least two complete and consecutive years in the system immediately prior to the election.
3. Professional development committee members will be elected for 3-year-terms which will be staggered so that approximately one-third of the members are elected each year. New members are elected no later than January 31st, annually. Committee members are to be elected by certified staff. (Classroom teachers, librarians, and counselors) Training will begin in March and service begins in April.
4. A special election will be held under PDC supervision, in the event that a member must be replaced.
5. Committee members who are assigned to administrative or supervisory positions will surrender his/her committee position and the affected building will elect a replacement.
6. The members of the committee will elect the chairperson each year. A chairperson may serve as many years as elected.
7. The chairperson will call meetings as needed, create the agendas, conduct the meetings and be in charge of typing up the PD Plan.
8. The secretary will keep and record the minutes of the meetings, and type the newsletters.
9. The recordkeeper will handle and maintain all necessary PDC forms as well as maintain an account balance of the PDC funds.
10. Other members will sort and post all mailing and information on seminars, etc. for the staff, be in charge of typing up the announcement sheets, attendance sheets, evaluations and certificates, be in charge of buying the food for each of the meetings and setting up the snacks, and be in charge of typing up the Mentor/Mentee Plan.
11. The PDC will meet once a month, before the monthly mentor/mentee meetings at a location agreed upon by the committee.
12. The entire PDC will plan professional development opportunities for staff to help accomplish the stated professional development goals.
13. The recordkeeper will review requests for professional development by individuals, determine if they are related to goals and grant approval. The chairperson or record-keeper will sign the approval form.
14. The PDC will:
 - Identify instructional concerns and remedies for beginning and experienced teachers.
 - Serve as a confidential consultant upon a teacher's request.
 - Assess faculty needs and develop in-service opportunities for certificated school staff
 - Present to the proper authority, faculty suggestions, ideas, and recommendations pertaining to classroom instruction within the school district.



IX. PROFESSIONAL DEVELOPMENT COMMITTEE FOR YEAR 2000-2001

Notes

	Years on committee	Term year
Bev Bozman	9	3
Sharon Cansler	12	1
Tammy Condren - ex-officio member		
John Delly	9	3
Karen Hankins	2	2
Vanessa Maze	5	2
Llynn Prater	4	1
Mark Shadwick	1	3
David Williams	5	2

X. NEEDS ASSESSMENT

Needs assessment is a continuous and ever-changing means of keeping the district responsive to current and future needs. The needs assessment shall be conducted annually using the following outline as a guide:

1. Establish domains
2. Determine the population from which to collect data
3. Determine data collection procedures
4. Collect, compile and analyze data
5. Identify nature and magnitude of needs
6. Prioritize needs
7. Set objectives and desired outcomes
8. Design professional development activities/programs to achieve outcomes
9. Communicate to all involved the results of the needs assessment and its link to the recommended professional development program and desired outcomes

XI. NEW TEACHER ASSISTANCE

RULES AND RESPONSIBILITIES OF THE NEW TEACHER

PC I Requirements

Teachers who hold this three-year certificate are required to:

- Participate in an entry-year mentor program
- Develop and implement a professional development plan
- Complete 30 clock hours of in-service training
- Participate in performance-based teacher evaluations
- Participate in a beginning teacher assistance program sponsored by a college or university
- Complete three years of approved teaching experience

New teachers need to keep open communication with their mentor by seeking support and assistance when needed by asking questions. They also need to maintain a professional portfolio. New teachers are given time to observe their mentor teach. Some mentors and



Notes

mentees have a common planning time. Substitutes can be hired by the hour or by the day. PDC will pay for substitutes.

The Mentor/Mentee Pilot Program through SWRPDC requires:

- Attending the monthly mentee meetings on the second Monday of each month
- Filling the attendance and evaluation forms

The **monthly meetings in district** specifically for new teachers during the 2000-2001 school year are:

- Curriculum
- Special education
- Instruction strategies
- Motivation
- Classroom management/discipline workshops
- MAP
- Teacher portfolio
- Character education

Any staff member in the district is welcome to attend.

RULES AND RESPONSIBILITY FOR MENTORS

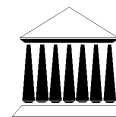
1. The mentor will help the beginning teacher develop a specific professional development plan.
2. The mentor should work with the new teacher to develop his/her unique goals on the individual plan prior to or during the first month of the school year.
3. The mentor provides curriculum guides, the location of the Professional Development Library and bulletin board and other resources to the new teacher.
4. The mentor and mentee must meet each month and check off the items in the Mentor/Mentee Plan.
5. The mentor maintains confidentiality at all times and reinforces trust.
6. The mentor must attend the monthly meeting, which is the second Monday of each month.
7. The mentor helps the new teacher understand and apply policies, rules and cultural norms.
8. Mentors are to observe and provide feedback to the new teacher.

RESPONSIBILITY OF ADMINISTRATORS

The administrator plays a vital role in implementation of a mentoring program.

Administrators need to be aware of such issues as:

1. Ethical responsibilities, including the need for confidentiality.
2. Effective assessment methods for determining learning needs of practicing teachers and how to use assessment information to establish priorities.
3. Finding good resources (people and materials) for professional development.
4. Maintaining the role of instructional leader while working cooperatively with the PDC.
5. Supporting teachers by setting aside time for learning.



Administrators' responsibilities include the following:

- Provide time for teachers to observe
- Define mentor's roles
- Monitor new teacher and answer questions
- Provide support of mentoring program
- Select and assign qualified mentor when new teacher is hired
- Offer support, assistance and resources to mentor and new teacher

MARION C. EARLY MENTORING PROGRAM provides special assistance for every teacher during his or her *first two years of teaching and teachers teaching their first year at MCE*. They will have guidance from an assigned experienced teacher.

1. Principals are responsible for identifying and asking teachers to serve as mentors. Any teacher who has two years experience and is willing to be trained may be considered as a mentor.
2. The Professional Development Committee and the principal should be alert at all times for any personality differences or disagreements that might necessitate assignment of a new mentor.
3. Results of the needs assessment will be analyzed to determine the procedures that will be of most benefit to assist teachers with their first two years of teaching experiences.
4. The PDC will help develop an Individual Professional Development Plan (IDPD) for new teachers. New teachers in conjunction with their mentor shall make adjustments so the plan best fits the teacher's needs.
5. Members of the Professional Development Committee and all mentors need to attend a mentor training workshop provided by SWRPDC and/or have the STARR teachers train mentors.
6. The mentor will help the beginning teacher develop a specific professional development plan.
7. The mentor should work with the new teacher to develop his/her unique goals on the individual plan prior to or during the first month of the school year.
8. The mentor must meet each month and monitor the items in the Mentor/Mentee Plan.
9. The mentor must attend the monthly meeting, which is the second Monday of each month.

XII. GUIDELINES FOR MENTOR TEACHER SELECTION AND TRAINING

Any teacher who has two years experience and is willing to be trained may volunteer to serve as a mentor. Ideally, a mentor should be teaching in the same grade level, or the same area of certification, as the beginning teacher. The principal is responsible for identifying and asking teachers to serve as mentors. Mentors should be identified in sufficient time to allow for training. Also, mentors should receive their assignments with adequate time to help beginning teachers prepare their initial professional development plans.

The mentor should be trained in the following areas:

1. The roles and responsibilities of all members of the new teacher's PD team
2. The role and responsibility of the PDC
3. The techniques of coaching and counseling
4. The format and content of the PD plan



Notes

5. How to use teacher evaluation to help beginning teachers
6. Resources (people and publications) available to beginning teachers
7. Techniques of classroom observation
8. Current theory and models of instruction and classroom management.

The mentor should initiate preparation of the beginning teacher's professional development plan and help the beginning teacher accomplish the goals identified in the PD plan. The district should be sure the mentor has opportunities to meet with and counsel the beginning teacher as needed.

XIII. NEEDS ASSESSMENT FOR ALL TEACHERS

The Professional Development Committee (PDC) will assess the in-service needs of all practicing teachers. The assessment instruments will be based on the district's instructional goals and the criteria in the district's performance-based teacher evaluation form. Needs assessments will be conducted annually, and professional development will be developed around the needs assessments based on the school improvement plan.

During the 2000-2001 school year, the PDC will emphasize *Early Literacy, Cooperative Learning, Discipline Strategies and working with new teachers*.

Appendix G-4 is the **Needs Assessment** form, which will be submitted to the building principals at the end of the year.

XIV. COMMUNICATIONS

The Professional Development Committee (PDC) will serve as communicator between the administration and faculty on matters of professional concern. The Professional Development Committee will have on-going communication with the administration concerning PDC activities, in-service programs, and budget allocation.

The PDC has an on-going newsletter that shares strategies learned at professional meetings and videos from previous workshops for all staff in the library.

XV. EDUCATIONAL ADVERTISING

The PDC will promote and advertise professional growth opportunities on a district-wide basis. The PDC will:

1. Maintain a Professional Development Bulletin Board in the library so that professional development opportunities may be posted.
2. Handle reminder memos and announcements concerning professional growth opportunities.
3. Keep a notebook in the PDC library of the newsletters of the faculty attending meetings.



XVI. EVALUATION

All PDC activities will be evaluated for effectiveness. The evaluation process will be done after each in-service. The evaluation asks the teacher if they think this activity will improve student achievement.

The Marion C. Early Professional Development Plan (PDP) shall be evaluated yearly by all teachers and administrators and shall be submitted to the building principals at the end of the year.

XVII. PROFESSIONAL DEVELOPMENT BUDGET PLAN

All PDC activities will be evaluated for effectiveness. The evaluation process will be questionnaires, needs assessments, individual conferences, group sessions, student achievement, student attendance, drop out rates, and end of the year evaluation.

Allowable expenditures are:

1. Activities consistent with the PDP and CSIP for staff with teaching certificates
2. Consultant and presenter fees and expenses
3. Stipends for teachers' participation in curriculum development, for in-service and PD events, membership of the PDC, and mentor teachers as long as the activity occurs after contracted school time
4. Reimbursement for travel, food, and registration fees to in-service training and PD events
5. Pay for substitute teachers
6. Tuition and fees for college courses that are consistent with the PDC goals
7. Library resources
8. District fees to belong to a professional development co-op and professional organizations

A district must allocate one percent of the state funds received through the school foundation program, exclusive of categorical add-ons, to the professional development committee for the professional development of certified staff.

Seventy-five percent of the one percent must be spent in the fiscal year that the one percent is received.

Purposes for expending the mandated professional development funds are to be determined by the professional development committee in consultation with administrators and approved by the local school board.

Professional development expenditures under this section shall be spent for the purpose of meeting the objectives of the Comprehensive School Improvement Plan (CSIP) of the district as developed by the board.

The penalty for not complying with requirements is loss of state aid during the next school year.



Notes

XVIII. REIMBURSEMENT

Request for approval to attend professional development activities must be filled out prior to the activity.

PDC request forms must be made by **April 1** to the appointed PDC member. (Karen Hankins or Vanessa Maze)

To receive reimbursement each of the following must be submitted.

Request for reimbursement form by April 1

Report for the PDC's newsletter

Receipt from activity for reimbursement

Report given to staff

As of April 1, any unused funds will be used for reference materials for the Professional Library, be allocated for local teacher services or carried over to the next year.

XIX. PROFESSIONAL DEVELOPMENT LOG

Each teacher working on his or her provisional certificate will need to submit a proposed **Professional Developmental Plan** (PDP) to the superintendent's office by **October 1**. The final professional plan needs to be turned in to the Superintendent's office by **May 1**.

All teachers shall fill out a **Professional Development Log** and submit it to building principals at the end of the year.

**PROFESSIONAL DEVELOPMENT LOG****Notes**

BUDGET FOR 2000-2001		\$15,600
Individual professional development training		\$4,000
District Wide Membership Fees		
Southwest Regional Professional Development Center		\$1,360
Regional Consortium for Education and Technology (R-CET)		\$1,140
Polk County League (PCL) Workshop		\$300
Professional Development Workshops		\$3,100
Early Literacy	\$1,200	
Cooperative Learning	300	
Discipline	900	
Conferences	700	
Speakers		\$500
Mentor/Mentee expenses		\$1,500
Library		\$500
Supplies - food, office supplies		\$1,000
Travel expenses		\$200
Curriculum		\$2,000
Total		\$15,600



Notes

**PLAN FOR EXPENDITURE OF FUNDS TO
ACHIEVE DISTRICT GOALS**

GOAL #1: To improve student success

Strategy A: Establish curricular committees in all areas to review and update curriculum and monitor their implementation.

Strategy B: Provide the opportunity to study and implement integrated curricular strategies through study groups.

Strategy C: Identify and clarify student performance to insure alignment with state expectations.

Strategy D: Study and implement proven techniques such as cooperative learning.

Strategy E: Study the utilization and implementation of technology in all applicable curriculum areas.

Strategy F: Provide opportunities to address the diversity of the student population and desired learner expectations.

Strategy G: Explore various programs that will meet the needs of all students, such as gifted, at-risk, special education, ESL, vocational hearing and sight impaired, language impaired and other identified needs.

Strategy H: Explore various programs which will develop higher order thinking skills.

Strategy I: Study and implement techniques and programs in order to improve our school climate to enhance student learning and employee satisfaction.

Strategy J: Develop staff and student recognition programs.

Strategy K: Attend grant writing workshops.

Activity #1: Individual professional development training Maximum \$150

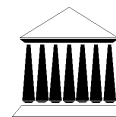
Activity #2: Attend meetings from SWRPDC Fee of \$1,360

Activity #3: Attend meetings from RCET Fee of \$1,140

Activity #4: Use materials from the Professional Library Maximum \$1,140

Activity #5: Early Literacy	\$1,100
Cooperative Learning	300
Win-Win Discipline	900

Activity #6: Polk County League Workshop \$300



GOAL #2: To increase parental and community involvement in the education of their children.

Strategy F: Provide opportunities to address the diversity of the student population and desired learner expectations.

Strategy G: Explore various programs that will meet the needs of all students, such as gifted, at-risk, special education, ESL, vocational hearing and sight impaired, language impaired and other identified needs.

Strategy I: Study and implement techniques and programs in order to improve our school climate to enhance student learning and employee satisfaction.

Strategy J: Develop staff and student recognition programs.

Strategy L: Invite parents and community to meetings when revising CSIP and school policies.

Activity #1: Individual professional development training Maximum \$150

Activity #2: Attend meetings from SWRPDC Fee of \$1,360

Activity #3: Use materials from the Professional Library Maximum \$500

Activity #4: Polk County League Workshop \$300

GOAL #3: To receive training in new techniques for students

Strategy B: Provide the opportunity to study and implement integrated curricular strategies through study groups.

Strategy D: Study and implement proven teaching techniques such as cooperative learning.

Strategy E: Study the utilization and implementation of technology in all applicable curriculum areas.

Strategy G: Explore various programs that will meet the needs of all students, such as gifted, at-risk, special education, ESL, vocational hearing and sight impaired, language impaired and other identified needs.

Strategy H: Explore various programs which will develop higher order thinking skills.

Strategy K: Attend grant writing workshops.

Activity #1: Individual professional development training Maximum \$150

Activity #2: Professional development workshops	Maximum \$2,800
Provide travel expenses	Maximum \$200
Provide materials and refreshments	Maximum \$1,000



Notes

Activity #3: Attend RCET meetings Fee of \$1,140

Activity #4: Attend SWRPDC meetings Fee of \$1,360

Activity #5: Speaker Maximum \$500

Activity #6: PDC Library Maximum \$500

GOAL #4: To provide a safe and drug-free environment

Strategy F: Provide opportunities to address the diversity of the student population and desired learner expectations.

Strategy G: Explore various programs that will meet the needs of all students, such as gifted, at-risk, special education, ESL, vocational hearing and sight impaired, language impaired and other identified needs.

Strategy I: Study and implement techniques and programs in order to improve our school climate to enhance student learning and employee satisfaction.

Strategy K: Attend grant writing workshops.

Activity #1: Individual professional development training Maximum \$150

Activity #2: Attend meetings from SWRPDC Fee of \$1,360

Activity #3: Attend meetings from RCET Fee of \$1,140

Activity #4: Use materials from the Professional Library Maximum \$500

Activity #5: Speaker Maximum \$500

GOAL #5: To maintain membership and participate in district organizations and out-of-district organizations.

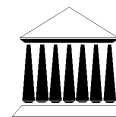
Strategy G: Explore various programs that will meet the needs of all students, such as gifted, at-risk, special education, ESL, vocational hearing and sight impaired, language impaired and other identified needs.

Strategy I: Study and implement techniques and programs in order to improve our school climate to enhance student learning and employee satisfaction.

Strategy J: Develop staff and student recognition programs.

Activity #1: Individual professional development training
workshops, courses and study groups Maximum \$150

Activity #2: Use material from the Professional Library Maximum \$500



GOAL #6: To provide sponsorship of clubs and organizations related to academic areas along with active involvement of student council.

Strategy E: Study the utilization and implementation of technology in all applicable curriculum areas.

Strategy G: Explore various programs that will meet the needs of all students, such as gifted, at-risk, special education, ESL, vocational hearing and sight impaired, language impaired and other identified needs.

Strategy I: Study and implement techniques and programs in order to improve our school climate to enhance student learning and employee satisfaction.

Strategy J: Develop staff and student recognition programs.

Activity #1: Individual professional development training workshops, courses and study groups	Maximum \$150
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Activity #2: Use materials from the Professional Library	Maximum \$500
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Activity #3: Polk County League	Workshop \$300
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GOAL #7: To provide assistance in the mentoring of first year and beginning teachers.

Strategy C: Identify and clarify student performance to insure alignment with state expectations.

Strategy D: Study and implement proven techniques such as cooperative learning.

Strategy E: Study the utilization and implementation of technology in all applicable curriculum areas.

Strategy F: Provide opportunities to address the diversity of the student population and desired learner expectations.

Strategy G: Explore various programs that will meet the needs of all students, such as gifted, at-risk, special education, ESL, vocational hearing and sight impaired, language impaired and other identified needs.

Strategy H: Explore various programs which will develop higher order thinking skills.

Strategy I: Study and implement techniques and programs in order to improve our school climate to enhance student learning and employee satisfaction.

Strategy J: Develop staff and student recognition programs.

Activity #1: Individual professional development training	Maximum \$150
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Activity #2: Professional development workshops	Maximum \$150
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Notes

Activity #3: Attend RCET meetings	Fee of \$1,140
Activity #4: Attend SWRPDC meetings	Fee of \$1,360
Activity #5: Speaker	Maximum \$500
Activity #6: Mentor training with SWRPDC	Maximum \$1,360
Activity #7: Use materials from PDC Library	Maximum \$500
Activity #8: Provide release time opportunities for beginning teachers and their mentors	Maximum \$1,500
Activity #9: Provide travel expenses	Maximum \$200
Activity #10: Provide materials and refreshments	Maximum \$1,000
Activity #11: Provide a Mentor/Mentee Handbook for beginning teachers (supplies)	Maximum \$1,000

CAMPUS STAFF DEVELOPMENT PLAN

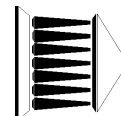
School:

Campus Goal:

Activity/Strategy #:

Targeted Area(s) for Professional Development	Keep In Mind Five Models of Staff Development (Sparks & Loucks-Horsley)	Keep In Mind Levels of Use (Adopted from Hord, Rutherford, Huling-Austin, & Hall) /Steps for S.D. (Joyce & Showers)
When you think about the activity(ies) that is/are targeted, what staff development is needed so that the activity is implemented effectively? What kinds of training, planning, collaboration, or reflection is critical to the success of this activity?	<ul style="list-style-type: none"> * individually-guided * observation/assessment * development/improvement * inquiry * training Five Levels of Program Evaluation (Guskey) <ul style="list-style-type: none"> * Reaction * Learning * Organizational Support & Change * Use of New Knowledge and Skills * Student Outcomes 	<ul style="list-style-type: none"> * awareness: theory (lectures, self-assessment, group discussion, panels, handouts) * demonstration: demonstration (trainer demonstrations, films, case studies, practice/feedback opportunities) * integration: practice/feedback * mastery: coaching/teaming process

Desired Outcome for Staff	Indicators for Success	Implementation Plan	Time Frame	Budget
Given the targeted areas listed above and in thinking about the targeted activity, what is the outcome or result you desire from your staff? What is it staff should be doing for successful implementation of the activity?	What is the evidence you will accept that shows that your Desired Outcome has been achieved? Refer to the 5 levels of evaluation.	What are the steps you will take in order to achieve your outcome?	When will you do the steps in your implementation plan? (i.e. summer workshops, st. dev. Days, faculty meetings, planning period, etc.)	What's the budget needed to support your implementation plan?



CAMPUS STAFF DEVELOPMENT PLAN (SAMPLE)

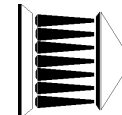
School:

Campus Goal: Each student will progress supported by differentiated instruction based on student need and ability level.

Activity/Strategy #2: Increase implementation of Tomlinson's "Ways to Differentiate" to meet needs of G/T students.

Targeted Area(s) for Professional Development	Keep In Mind Five Models of Staff Development)	Keep In Mind Levels of Use/Steps for S.D.
<ul style="list-style-type: none"> * Workshops/book study on differentiating instruction Deepen understanding of learning modalities 	<ul style="list-style-type: none"> * individually-guided * observation/assessment * development/improvement * inquiry * training 	<ul style="list-style-type: none"> * awareness: theory (lectures, self-assessment, group discussion, panels, handouts) * demonstration: demonstration (trainer demonstrations, films, case studies, practice/feedback opportunities) * integration: practice/feedback * mastery: coaching/teaming process

Desired Outcome for Staff	Indicators for Success	Implementation Plan	Time Frame	Budget
<ul style="list-style-type: none"> * Staff designs lessons incorporating principles from "Ways to Differentiate." 	<ul style="list-style-type: none"> * Documentation of lesson planning meetings focused on differentiating instruction for the G/T student. * Reflections from book study * Sample lesson plans incorporating principles * Student reflections * Student work from implemented lessons 	<ul style="list-style-type: none"> * Schedule/conduct book study for those who have not yet read book * Planning time for refining lessons incorporating new learnings from book. * Teacher collaboration and reflection on impact of lesson. * Teacher sharing effective strategies. 	<ul style="list-style-type: none"> * After school * Regular team planning time * Faculty meetings 	<ul style="list-style-type: none"> * Price of book



CAMPUS STAFF DEVELOPMENT PLAN (SAMPLE)

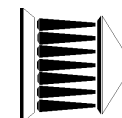
School: Rockenbaugh

Campus Goal: RES Students will use literacy strategies to become proficient readers and writers, as evidenced by the Early Literacy Assessment and TAAS performance indicator

Activity/Strategy #2: Enhancement of Guided Reading Strategies

Targeted Area(s) for Professional Development	Keep In Mind Five Models of Staff Development	Keep In Mind Levels of Use/Steps for S.D.
* Enhancement of Guided Reading Program K-2.	<ul style="list-style-type: none"> * individually-guided * observation/assessment * development/improvement * inquiry * training <p style="text-align: center;">Five Levels of Program Evaluation</p> <ul style="list-style-type: none"> * Reaction * Learning * Organizational Support & Change * Use of New Knowledge and Skills * Student Outcomes 	<ul style="list-style-type: none"> * awareness: theory (lectures, self-assessment, group discussion, panels, handouts) * demonstration: demonstration (trainer demonstrations, films, case studies, practice/feedback opportunities) * integration: practice/feedback * mastery: coaching/teaming process

Desired Outcome for Staff	Indicators for Success	Implementation Plan	Time Frame	Budget
<ul style="list-style-type: none"> * Staff will provide Guided Reading lessons for students daily. * Staff will expand knowledge base of current Guided Reading practices. 	<ul style="list-style-type: none"> * Early Literacy Assessment. * Observation of student reading success. * Results of student running records. 	<ul style="list-style-type: none"> * Collaborative workshop on Guided Reading. * Reviewing data to determine student Guided Reading groups. Opportunities for staff to coach and mentor each other through Dialogue Buddies. 	September 2000-May 2001	\$2,000



CAMPUS STAFF DEVELOPMENT PLAN (SAMPLE)

School: Elementary School

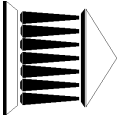
Campus Goal: To improve TAAS Reading scores in 3rd and 4th grades.

Activity #1: All teachers will attend staff development to initialize new reading series.

Activity #2: Teachers will integrate six reading comprehension objectives in all subjects.

Targeted Area(s) for Professional Development	Keep In Mind Five Models of Staff Development	Keep In Mind Levels of Use/Steps for S.D.
<ul style="list-style-type: none"> * Train teachers on new reading series * Develop awareness of TAAS reading objectives * Design and implement new lessons for reading objectives integration * Provide time for reflecting on lesson implementation: <ul style="list-style-type: none"> - Collaboration planning - team and vertical - Effective questioning strategies 	<ul style="list-style-type: none"> * individually-guided * observation/assessment * development/improvement * inquiry * training <p style="text-align: center;">Five Levels of Program Evaluation</p> <ul style="list-style-type: none"> * Reaction * Learning * Organizational Support & Change * Use of New Knowledge and Skills * Student Outcomes 	<ul style="list-style-type: none"> * awareness: theory (lectures, self-assessment, group discussion, panels, handouts) * demonstration: demonstration (trainer demonstrations, films, case studies, practice/feedback opportunities) * integration: practice/feedback * mastery: coaching/teaming process

Desired Outcome for Staff	Indicators for Success	Implementation Plan	Time Frame	Budget
<ul style="list-style-type: none"> * Integrate the six reading comprehension objectives in all subject and special areas * Effectively utilize the new reading series 	<ul style="list-style-type: none"> * Lesson plans * TAAS scores * Direct observation of lessons * Informal assessment on new lesson objectives 	<ul style="list-style-type: none"> * Planning meetings with vertical teams * Reading series training * Grade level meetings to share lesson plans * Post 6 TAAS reading objectives in all rooms 	<ul style="list-style-type: none"> * August * After school meetings * Vertical team meetings * Weekly grade level meetings 	<ul style="list-style-type: none"> * consultant from the reading series



CAMPUS STAFF DEVELOPMENT PLAN (SAMPLE)

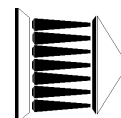
School: Elementary School

Campus Goal: To improve TAAS Reading scores in 4th grade.

Activity #2: 4th grade teachers will conduct a writing workshop for parents.

Targeted Area(s) for Professional Development	Keep In Mind Five Models of Staff Development	Keep In Mind Levels of Use/Steps for S.D.
<ul style="list-style-type: none"> * Training from TEA for holistic scoring * Time for collaboration to assemble packet for parents * Time for planning and to make parent surveys * Time for reflection about surveys 	<ul style="list-style-type: none"> * individually-guided * observation/assessment * development/improvement * inquiry * training <p style="text-align: center;">Five Levels of Program Evaluation</p> <ul style="list-style-type: none"> * Reaction * Learning * Organizational Support & Change * Use of New Knowledge and Skills * Student Outcomes 	<ul style="list-style-type: none"> * awareness: theory (lectures, self-assessment, group discussion, panels, handouts) * demonstration: demonstration (trainer demonstrations, films, case studies, practice/feedback opportunities) * integration: practice/feedback * mastery: coaching/teaming process

Desired Outcome for Staff	Indicators for Success	Implementation Plan	Time Frame	Budget
<ul style="list-style-type: none"> * Staff will be familiar with instructional material for writing and how to score holistically in order to educate parents about writing. 	<ul style="list-style-type: none"> * Parent attendance at workshop * Survey results from parents * Verbal feedback 	<ul style="list-style-type: none"> * Attend holistic scoring workshop * Collaborate to plan parent meeting * Have parent meeting * Staff will meet to discuss surveys 	<ul style="list-style-type: none"> * October 	<ul style="list-style-type: none"> * Sub pay for TEA training * Money: <ul style="list-style-type: none"> - paper - overhead transparencies





Notes

NEW ROMAN R-I PROFESSIONAL DEVELOPMENT PLAN

- I.** Planned professional development should stimulate and encourage the professional growth of both new and experienced teachers. For individual teachers, professional growth should be viewed as a continuous process of refining skills and keeping abreast of new developments in the field of education.

Effective professional development programs are well-organized and systematic. They are cooperative efforts involving teachers, administrators, and school board members. They draw upon the resources of higher education and the community. Their most important benefit is better education for students.

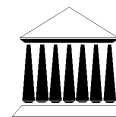
The New Roman R-I Board of Education values professional development for its faculty and is committed to providing systematic professional development for both beginning and practicing teachers. The board will support the professional development committee with the one percent minimum guarantee of its revenue from the Foundation program plus additional funds where needed to achieve district goals.

II. Definition Professional Growth is:

1. Expanding one's academic knowledge and experiences to help students grow.
2. Setting personal/professional goals and establishing means to achieve these goals.
3. Growth of individuals within each group resulting in interdependence among the team.
4. The continuous process of learning throughout one's career.

III. Objectives and Goals In the planning and development of district professional growth activities for the pre-service teachers and the beginning teachers, the PDC establishes the following objectives and goals:

1. Design a plan for working with outside resources, i.e., colleges and universities, professional groups, State Department of Education, and other experts for development activities.
2. Provide opportunities for improving the internal classroom environment, addressing routine procedures, discipline, communication with parents, etc.
3. Oversee and assist in a mentoring program.
4. Provide information on available college credit courses, seminars, and workshops to staff members.
5. Develop a budget for continued growth of the in-service programs.
6. Assess staff needs and develop in-service opportunities to meet those needs.



7. Serve as a confidential consultant upon a teacher's request, as well as assist staff members in coping with internal and external crises, job stress and burnout.
8. Address the district comprehensive school improvement plan goals as follows:

GOAL 1: We will reassess and update our curriculum to insure that we are providing students with relevant and useful learning opportunities consistent with our mission.

GOAL 2: We will reassess student performance standards and assessment techniques.

GOAL 3: We will develop and implement strategies to present the district in a positive, proactive manner.

GOAL 4: We will re-evaluate our instructional program to insure that varied instructional techniques are being used to address the diversity of the student population and desired learner expectations.

GOAL 5: We will maintain fiscal practices that will meet current and future educational programs.

IV. Structure of the Committee The Professional Development Committee (PDC) will be a standing district-wide committee developed according to the following guidelines:

1. The PDC will consist of two teacher-elected representatives from each school building. A central office administrator or building principal will be asked to serve as an ex-officio member.
2. Committee members shall be certified staff members with at least two years of teaching experience and at least one year in the New Roman R-I District.
3. Professional development committee members will be elected for three-year terms. New members are to be elected no later than January 31st, annually. Committee members are to be elected by certified staff. (Classroom teachers, librarians, and counselors)
4. A special election will be held under PDC supervision, in the event that a member must be replaced.
5. The chairperson will be elected each year by the members of the committee. A chairperson may serve as many years as elected.
6. The chairperson will call meetings as needed, create the agendas, and conduct the meetings.
7. The co-chairperson will be in charge of sorting and posting all mailings and information on seminars, etc., for the staff.



Notes

8. The secretary will keep and record the minutes of the meetings.
9. The record keeper will handle and maintain all necessary PDC forms as well as maintain an account balance of the PDC funds.
10. The PDC will meet on the first Wednesday of each month at a location agreed upon by the committee.
11. Special meetings may be called by the chairperson if an approval for a professional development activity is needed before the next regular meeting. Special meetings generally will not be called unless unusual circumstances prevented a timely application by the would-be participants.
12. Guidelines as to the number of professional development activities any given teacher may attend, etc., will be developed as needs occur.
13. Training for new members will be accomplished by March 31st and service will begin on April 1st.
14. The entire PDC committee will receive PDC membership training as provided by the local professional teachers' organization or the RPDC.
15. The entire PDC will plan professional development opportunities for staff to help accomplish the stated professional development goals.
16. The entire PDC will review requests for professional development by individuals, determine if they are related to goals and grant approval. The chairperson will sign the approval form.

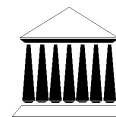
- V. New Teacher Assistance To provide special assistance for every teacher during their first two years, including guidance from an assigned experienced teacher.

-
1. Principals will assign mentors.
 2. The professional development committee and the principal should be alert at all times for any personality differences or disagreements that might necessitate assignment of a new mentor.
 3. Results of the needs assessment will be analyzed to determine the procedures that will be of most benefit to assist teachers with their first two years of teaching experiences.
 4. The PDC will develop a basic individual professional development plan. New teachers in conjunction with their mentor (and/or principal if requested by the teacher) shall make adjustments so the plan best fits the teacher's needs.

VI. Guidelines for Mentor Teacher Selection

Any teacher who has two years experience and is willing to be trained may volunteer to serve as a mentor. Ideally, a mentor should be teaching in the same grade level, or the same area of certification as the beginning teacher. The principal is responsible for identifying and asking teachers to serve as mentors. Mentors should be identified in sufficient time to allow for training. Also, mentors should receive their assignments with adequate time to help beginning teachers prepare their initial professional development plans.

Thorough and consistent training of mentor teachers is very important to the success of the program. A district's professional development committee



should arrange summer training programs for mentors. The training should address these topics:

1. The role and responsibilities of all members of the new teacher's professional development team, including the new teacher, the mentor teacher, the supervisor (typically the building principal), and the higher education representative.
2. The role and responsibilities of the Professional Development Committee (PDC).
3. The techniques of coaching and counseling.
4. The format and content of the professional development plan.
5. How to use teacher evaluation to help beginning teachers.
6. Resources (people and publications) available to beginning teachers.
7. Techniques of classroom observation.
8. Current theory and models of instruction and classroom management.

As described in the previous section, the mentor should initiate preparation of the beginning teacher's professional development plan and, along with others, help the teacher elaborate upon that original plan as soon as appropriate. The mentor should help the beginning teacher accomplish the goals identified in the professional development plan. The district should be sure the mentor has opportunities to meet with and counsel the beginning teacher as needed.

VII. Needs Assessment for All Teachers

The professional development committee will assess the inservice needs of all practicing teachers. The assessment instruments will be based on the district's instructional goals and the criteria in the district's performance-based teacher evaluation form. Needs assessments will be conducted annually and professional development will be developed around the needs assessments based on the School Improvement Plan (SIP).

VIII. Communications

The Professional Development Committee (PDC) will serve as communicators between the administration and faculty on matters of professional concern. The Professional Development Committee (PDC) will have on-going communication with the administration concerning PDC activities, in-service programs, and budget allocations.

IX. Educational Advertising

The PDC will promote and advertise professional growth opportunities on a district-wide basis. The PDC will:

1. Maintain a Professional Development Bulletin Board in each staff lounge so that professional development opportunities may be posted.
2. Handle reminder memos and announcements concerning professional growth opportunities.

X. Evaluation

All PDC activities will be evaluated for effectiveness. The evaluation process will



Notes

be determined by the PDC. The PDC may use multiple assessment techniques which may include the following:

1. Teacher-led, interactive group sessions
2. Questionnaires and opinion polls
3. Observation of student achievement
4. Individual conferences and interviews
5. Study of student attendance and dropout rates

Professional Development Budget Plan

Regional Professional Development Membership	\$435.00
District Professional Development Membership	4, 326.00
PDC Activities (Planned and approved; includes PDC training and mentoring)	48,815.39
PDC Activities (To be approved; must meet district goals)	6,858.01
A+ Schools Funding in Budget	7,980.00
Reform Grant Funding	14,714.00
Title II Funding	6,319.60
Eisenhower Funding	2,572.00
CSPD (Special Education) Funding	2,000.00
TOTAL BUDGETED ACTIVITIES	\$ 94,020.00

**Plan for Expenditure of Funds
to Achieve District Goals**

GOAL 1: We Will Reassess And Update Our Curriculum To Insure That We Are Providing Students With Relevant And Useful Learning Opportunities Consistent With Our Mission.

Strategy A: Establish curricular committees in all areas to review and update curriculum and monitor their implementation.

Objectives:



- 1) To review draft of performance standards state committees have developed.
- 2) To review MSIP curriculum expectations and standards and keep our curriculum in line with that.
- 3) To study current district documents for bringing local curriculum in line with numbers 1 and 2.
- 4) To study curriculum gaps in various disciplines and work to fill the gaps.
- 5) To modify curriculum materials to meet the needs of diverse learners.

District-Level: These activities will address Objectives #1-#5.

- Activity #1:** Committee work on Social Studies in year 1 of the 5-year plan. Representatives from all grade levels work together on this.
- Activity #2:** Committee work on industrial technology curriculum in year 1 of the 5-year plan. Representatives from pertinent grade levels work together on this.
- Activity #3:** Committee work on Career Education in year 1 of the 5-year plan. This will dovetail with the high school's A+ School program.
- Activity #4:** Committee work on Language Arts to begin revision to align with the state's performance standards/assessments.
- Activity #5:** Committee work on Math to begin revision to align with the state's performance standards/assessments.
- Activity #6:** Committee work on Science to begin revision to align with the state's performance standards/assessments.

Strategy B: Insure that all curriculum is articulated PK-12.

District-Level: Activities #1-#6 on Goal 1, Strategy A.

Strategy C: Provide the opportunity to study and implement integrated curricular strategies wherever possible.

Objectives:

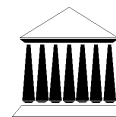
- 1) To gain base-line, Level 1 knowledge and strategies on how to begin implementation of integrated curricular strategies.

District-Level:



Notes

Activity #1:	Quincy Conference	
	Quincy, Illinois, 22 staff Registration	\$ 484.00
	Mileage of 400 mile round-trip, 5 drivers	455.00
	Lodging: \$52.82 per night x 5 rooms	264.10
	Meals: \$30.50 x 22	671.00
		\$1,874.10
	Objective #1	
Activity #2:	In-district Workshop, “Reading Workshop”	
	5 two-hour sessions, September, January	
	Presenter: MU Partnership	\$2,000.00
	Stipends: 40 staff x 10 hours @ \$12.00	4,800.00
	Food: \$31.53 and \$74.51 (food-HH)	
	\$173.50 (food—SKY)	279.54
		\$7,079.54
Activity #3:	Out-of-district workshop, “Curriculum Modifications for Students with Disabilities”	
	4 two-day sessions	
	Presenter: Special Education Projects	
	Registration: 5 @ \$65.00	\$325.00
	Mileage:	62.50
		\$387.50
Building-Level:	Objective #5	
Activity #4:	“Integrated Curriculum”	
	Date: February	
	Presenter: STARR Teacher	
	Stipends 21 @ \$12.00 an hour	\$252.00
	Objective #1, Level 1	
Activity #5:	“Integrated Curriculum”	
	October	
	Presenter: STARR Teacher	
	Stipends: 21 @ \$12.00 an hour	\$252.00
	Objective #1, Level 1	
Activity #6:	“Thematic Teaching Follow-up”	



March
 Presenter: STARR Teacher
 Stipends: **\$396.00**

Objective #1, Level 1

Strategy D: Study the utilization and implementation of technology in all applicable curriculum areas.

Objectives:

- 1) To learn how to integrate computer technology to classroom learning objectives.
- 2) To familiarize and implement computer network system use.
- 3) To learn how to utilize the internet for communication and research purposes.
- 4) To learn how to write grants to secure technology for classrooms and buildings.
- 5) To learn how to adapt technology to meet the needs of students with disabilities.

District-Level:

Activity #1: See Goal 1, Strategy C, Activity #1, Objectives #1 & #2

Building-Level:

Activity #2: "Grant Writing to Secure Technology"
 Presenter: TBA, January \$ 50.00
 Stipends: 288.00
\$338.00

Objective #4, Level 1

Activity #3: "Utilizing Networked Computers for Student Success"
 Level 1, November
 Presenter: TBA, 2 sessions \$150.00
 Stipends: 292.00
\$442.00

Objectives #1 & #2, Levels 1 & 2

Out-of-District Workshops/Conferences:

Activity #4: Out-of-District Conference—"Introduction to the Internet"
 The Learning Exchange **\$ 90.00**

Objective #4, Level 1

Activity #5: Out-of-District Conference—"Introduction to the MORE-NET"



Notes

CMSU Consortium, October, 8 hours training

Training Free to MORE-NET Users, Level 1 **\$870.00**

Objective #3

Activity #6:

Out-of-District Conference - "Core Curriculum in Assistive Technology"

April, 1 week

Registration - two at \$150.00 \$300.00

Substitutes 450.00

Lodging/mileage 270.50

CSPD: **\$1020.50**

Objective #5

Totals for Goal 1	Used	Remain
PDC Activities Planned	\$12,233.04	\$36,582.35
A+ Schools		\$ 7,980.00
Reform Grant		\$14,714.00
Title II		\$ 6,319.60
Eisenhower		\$ 2,572.00
CSPD	1020.50	\$ 979.50

GOAL 2: We Will Reassess Student Performance Standards And Assessment Techniques.

Strategy A: We will identify and clarify student performance to insure alignment with state expectations.

Objectives:

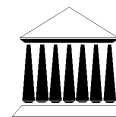
- 1) To incorporate this goal into our curriculum work as stated in Goal 1, Strategy A of this document.
- 2) To learn to write authentic assessments in line with Performance Standards of the State.
- 3) Investigate models for authentic assessment.

District-Level:

Activity #1: "Reading Workshop" See Goal 1, Strategy C
Objective #2

Building-Level:

Activity #2: "Authentic Assessment"



January

Presenter: STARR Teacher

Stipends: 21 @ \$12.00 an hour **\$252.00**

Objectives #1, #2, & #3, Level 1

Out-of-District:

Activity #3: “Quincy Conference” Quincy, Illinois
See Goal 1, Strategy C, Objective #1

Activity #4: “Portfolio Assessment”
Registration \$295.00 @ 4 **\$1,180.00**
Lodging and travel **295.00**
Substitutes **180.00**
\$ 1,655.00

Activity #5: “Using Portfolio Authentic Assessment”
January
Registration: @ \$195.00 each **\$ 195.00**
Mileage **40.00**
Meal **5.50**
Substitutes **45.00**
\$ 285.50

Objectives #1, #2, & #3, Level 1

Strategy B: We will study and implement, where appropriate, alternative assessment techniques.

Objectives:

- 1) Staff members will seek training to implement alternative assessment techniques in their classrooms.
- 2) Staff committees will be trained in writing alternative performance assessment techniques at the high school in line with the goals of the A+ School Grant.
- 3) Participants will be trained to train others in understanding the Socratic Method and how to relate authentic learning to assessing authentic learning.

Building-Level:

Activity #1: Authentic assessments developed by MAP 2000 building teachers will share their learned and experiential information at building faculty meetings and informally in their buildings.

Presenters: MAP 2000 team members **\$ 0.00**
No stipends



Notes

Objectives #1 & #2, Level 1

Activity #2: “Learning How to Write Performance Standards and Assessments”
Presenter: A+ School funded (A+) \$2,000.00
Stipends: 41 staff x 12 hours x \$12.00 an hour 5,904.00
(Reform Grant)
Stipends funded possibly by Reform Grant **\$7,904.00**

Objectives #1 & #2, Levels 1 & 2

Activity #3: “Socratic Questioning”
Second Semester
Presenter: STARR Teacher
Stipends funded possibly by Reform Grant
(Reform Grant) **\$600.00**

Objectives #3, Levels 1 & 2

Activity #4: “Baseline Training in Writing Performance/Assessment Standards”
as a precursor for Activity #2
Presenter: A+ School funded (A+) \$2,000.00
Stipends: \$83.00 x 3 hours @\$12.00 for 249 hours \$2,988.00
(Reform Grant) **\$4,988.00**

Objectives #1 & #2, Levels 1 & 2
(Also see Goal 2, Strategy A, activities which relate to this)

Activity #5: “Assessment Accommodations for Students with Disabilities”
Presenter: CISE
Registration: 5 general education teachers,
5 special education teachers PDC \$300.00
CSPD \$300.00
Objectives #1 and #2 **\$600.00**

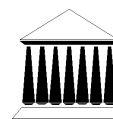
Strategy C: To develop and implement a comprehensive postgraduate survey to assess student preparation for postgraduate work or further studies.

Objectives:

- 1) To receive information and training in effective mentoring strategies that allow our district staff to positively impact the professional growth of our new teachers.

District-Wide:

Activity #1: “Mentoring Training” in August



Notes

Presenter: TBA	\$ 200.00
Stipends for staff	1,032.00
Food	236.25
	\$1,468.25

Objective #1, Level 1

Totals for Goal 2	Used	Remain
PDC Activities (Planned)	\$ 3,960.80	\$32,621.55
A+ Schools	\$ 4,000.00	\$ 3,980.00
Reform Grant	\$ 9,492.00	\$ 5,222.00
Title II		\$ 6,319.60
Eisenhower		\$ 2,572.00
CSPD	\$ 300.00	\$ 679.50
GOAL 3: We Will Develop and Implement Strategies To Present The District In A Positive, Proactive Manner.		

Strategy A: Work with the media to provide input about positive student-centered programs.

Strategy B: Develop procedures that accentuate the positive attributes of staff contributions through the district.

Strategy C: Develop programs that encourage and promote parental interaction within each building and the district as a whole.

Objectives:

- 1) To provide information for Title I parents which encourages and promotes parental interaction in the district.
- 2) To learn how to involve parents in school activities.

District-Level:

Activity #1:	“Spring Parents’ Meeting and Award Ceremony”	
	April	
	Stipends	\$ 480.00
	Food	300.00
	(TITLE I)	\$ 780.00

Activity #2: Objective #1, Level 1
 “Parent Resource Center Open Houses, Information and Get Togethers”
 September and October



Notes

Stipends \$ 300.00
Food 300.00

(TITLE I) \$ 600.00

Objective #1, Level 1

Activity #3: “Parent Workshops on How to Help Children at Home”
January - March

Stipends \$ 300.00
Food 300.00

(TITLE I) \$ 600.00

Objective #1, Level 1

Activity #4: “Parent Involvement”
Spring

Presenter from MSTA
Stipends est. @ 9 staff @ \$12.00 an hr. **\$ 108.00**

Objective #2, Level 1

Strategy D: Work with all governmental agencies to insure that timely, adequate, and coordinated services are provided to students through interagency partnerships.

Strategy E: Utilize strategies that promote improvement of student/teacher/parent communications.

Objectives:

- 1) To learn how to effectively communicate student progress to parents.

District-Level:

Activity #1: “Parent/Teacher Conferencing”

October
Presenters: TBA \$ 150.00

Stipends for 9 teachers @ \$12.00 an hour
108.00

\$ 258.00

Objective #1, Level 1

Totals for Goal 3

Used

Remain



Notes

PDC Activities Planned	\$ 358.00	\$32,263.55
A+ Schools		\$ 2,000.00
Reform Grant		\$ 5,222.00
Title II	\$ 1,980.00	\$ 4339.60
Eisenhower		\$ 2,572.00
CSPD		\$ 697.50

GOAL 4: We Will Re-evaluate Our Instructional Program To Insure That Varied Instructional Techniques Are Being Used To Address The Diversity of The Student Population and Desired Learner Expectations.

Strategy A: Expand staff development activities to study various instructional strategies and philosophies and implement as appropriate.

Objectives:

- 1) To gain new strategies in the current reading and across-the-curriculum teaching ideas used on all levels.
- 2) To gain new strategies in cooperative learning in the classroom.
- 3) To gain new strategies to utilize whole language strategies in the classroom.
- 4) To gain background knowledge and implementation strategies for a district-wide instructional spelling approach.
- 5) To gain interactive strategies such as cooperative learning where students learn problem-solving and collaboration skills.
- 6) To develop strategies which are developmentally appropriate for preschool and primary-aged students.
- 7) To gain research-based teaching strategies in science.
- 8) To gain understanding of the instructional advantages to multi-aged classrooms.
- 9) To gain research-based teaching strategies in math.
- 10) To gain teaching strategies which consider students' learning strengths and preferences.
- 11) To gain updated strategies to teach music.
- 12) To learn how to implement Project Construct into Kindergarten curriculum.

District-Level:

Activity #1: "Reading Workshop/Teaching and Assessing Strategies"
10 hours training in 5 sessions, Sept-Jan.

See Goal 1, Strategy C, Activity #2
Objectives #1, #2, & #3

Activity #2: "Spelling Workshop"



Notes

October

Presenter: TBA	\$1,400.00
\$9.00 each for 45 manuals	405.00
Food	121.00
	\$1,926.00

Objective #4, Level 1

Building-Level:

Activity #3: “Cooperative Learning—Preparing Students to Work Together Cooperatively”

Presenter: STARR Teacher	\$ 0.00
Stipends	156.00
Food	14.71
	\$ 170.71

Objective #2 & #5, Level 1

Activity #4: “Cooperative Learning—Responsible Kids” Video Program

November

Presenter: On video

Stipends for other staff in-district	\$ 216.00
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Objectives #2 & #5, Level 1

Activity #5: “Cooperative Learning”

January

Presenter: STARR Teacher	\$ 150.00
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Stipends for 20 staff	240.00
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	\$ 390.00
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Objective #2 & #5, Level 1

Activity #6: “Alternative Methods of Instruction”

Date: TBA

Presenter: TBA	\$ 500.00
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Stipends for 20 staff	240.00
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	\$ 740.00
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Objectives #5, Level 1

Activity #7: “Brain Research” A Video Services	\$ 450.00
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Notes

	Stipends: 10 staff each time or 30	672.00	
		\$1,122.00	
	Objective #5, Level 1		
Activity #8:	“Cooperative Learning”		
	Funded by A+ School (A+)	\$2,000.00	
	15 staff for 90 hours stipend		
	(Possible Reform Grant)	1,080.00	
		\$3,080.00	
	Objective #5, Level 1		
Activity #9:	Level 2 of “4-MAT Training”		
	EXCEL Corp. Trainer A+ Schools	\$2,000.00	
	15 staff for 90 hours stipend		
	(Possible Reform Grant)	1,080.00	
		\$3,080.00	
	Objective #10, Level 2		
Activity #10:	Level 1 & 2 “Temperament Training”		
	Presenters: TBA	\$1,200.00	
	Stipends for both levels of training		
	(Possible reform Grant)	2,480.00	
		\$3,680.00	
	Objective #10, Levels 1 & 2		
Activity #11:	“Cooperative Learning”		
	Presenter: STARR Teacher		
	Stipends for 9 staff @ \$12.00 an hour	\$ 108.00	
	Objectives #2 & #5, Level 1		
Activity #12:	“Cooperative Learning”		
	Presenter: STARR Teacher		
	Stipends in building		
	Stipends for other staff	\$ 300.00	
	Objectives #4 & #7, Level 1		
Out-of-District workshops/conferences:			

**Notes**

Activity #13:	“Cooperative Learning” by Dr. Spencer Kagan	
	September	
	Registrations	\$ 605.00
	Mileage: \$13.80 x 3 cars	41.40
	Substitutes	420.00
		\$ 1,066.40
Objectives #2 & #5, Level 1		
Activity #14:	“Young Years Conference” Tan-Tar-A March	
	1 Title I teacher @\$95.00 regis. \$67.50 room,	
	\$18.50 meals and \$15.00 mileage Title I pay	
	(Title I)	\$ 279.50
	2 teachers @ \$95 regis. \$67.50 room, \$18.50 meal	
	and \$15.00 mileage	599.00
		\$ 878.50
Objectives #1, #2, & #6, all 3 Levels		
Activity #15:	“Strengthening Student Learning” by Bureau of	
	Education and Research, November	
	Registration	\$ 298.00
	Substitutes	90.00
	Mileage	44.33
		\$ 432.33
Objectives #1, & #2, Level 1		
Activity #16:	“Engaging Young Learners—Making Kindergarten Best” by	
	Bureau of Education and Research	
	Registration	\$ 218.00
	Meals	11.00
	Substitutes	90.00
		\$ 319.00
Objectives #1, & #2, & #6, Level 1		
Activity #17:	“Applying Whole Language Conference” TAWL	
	October	
	Registration	\$ 100.00
	Mileage	20.00
		\$ 120.00
Objectives #1, & #2, Level 2		
Activity #18:	“Using Centers Effectively”	



	Registrations	\$ 160.00
	Mileage	20.00
		\$ 180.00
	Objectives #1, & #2, Level 1	
Activity #19:	“Hands-On Science” —4 attending	
	Registrations	
	Mileage	
	Substitutes	\$ 180.00
	Objective #7, Level 1	
Activity #20:	“Kindergarten-First Grade Institutes”	
	Total package is	\$ 900.00
	Objective #6, Level 1	
Activity #21:	“Multi-Age Classrooms”	
	Registration	\$ 180.00
	Mileage	0.00
	Substitutes: 2	90.00
		\$ 270.00
	Objective #8, Level 1	
Activity #22:	“Active Learning” Assorted Tools Conference, Tan-Tar-A	
	April	
	Registration \$140.00 each	\$ 560.00
	Substitutes: 4	180.00
	Rooms	0.00
	Meals	0.00
	Mileage	0.00
		\$ 740.00
	Objective #5, Level 1	

Notes



Notes

Activity #23:	“Enhancing Math Learning”	
	December	
	Registrations	\$ 327.00
	Meals	0.00
	Mileage	0.00
	Substitutes	135.00
		\$ 462.00
	Objective #9, Level 1	
Activity #24:	“Interface” in Tan-Tar-A, February	
	Registration \$150.00 each	\$ 750.00
	Meals	0.00
	Rooms: \$59.00 ea. For 8 rooms	472.00
	Substitutes: 15 x \$45.00 x 2	\$ 1,350.00
	Mileage	0.00
	(Eisenhower Funded)	\$ 2,572.00
	Objectives #8 & #9, all 3 Levels	
Activity #25:	“Teaching for Success: Strengthening Child-Centered Classrooms”	
	November, Society of Developmental Education, sponsor	
	Registration for 2	\$ 198.00
	Substitutes	80.00
	Mileage	0.00
		\$ 278.00
	Objectives #1 & #2, Level 1	
Activity #26:	“Reflections on Reading” Conference, St. Louis, Sponsored by the IRA, state chapter	
	St. Louis, MO, Spring	
	8 Title I	
	Registration \$90.00 each	\$ 720.00
	Rooms @ \$70.00 each 5 rooms for 2 nights	700.00
	Mileage 480 miles @ 20.5 cents a mile (Title I)	98.40
	Substitutes 8 teachers @ \$45.00 a day, 2 days	720.00
	(TITLE I)	\$ 2,238.40
	Objectives #1 & #3, all 3 levels	



Activity #27:	“Cooperative Learning Workshop”	
	2 teachers @ \$55.00 each	\$ 110.00
	Mileage: Estimated	20.00
	Meals	0.00
	Substitutes	90.00
		\$ 220.00
	Objective #2 & #5, Level 1	
Activity #28:	“Accelerated Learning Workshop”	
	2 teachers @ \$195.00 each	\$ 390.00
	Lodging and Travel	150.00
	Substitutes	90.00
		\$ 630.00
	Objective #10, Level 1	
Activity #29:	“National Council of Teachers of Math Conference”	
	Spring 2 attending	
	Registration: \$115.00 each	\$ 230.00
	Meals	92.00
	Mileage	64.00
	Lodging	147.92
	Substitutes for 1 day @ \$45.00 each per day	90.00
		\$ 623.92
	Objective #9, all 3 levels	
Activity #30:	“Strengthening Your 3rd Grade Program”	
	Bureau of Education Research	
	January	
	Registration: 2 attending	\$ 218.00
	Mileage	40.00
	Meals	11.00
	Substitutes for 2 @ \$45.00 each per day	90.00
		\$ 359.00
	Objectives #1, #2, & #3, all 3 Levels	
Activity #31:	“Music Convention” in San Antonio, TX	
	1 attending	

Notes





Activity #2: “ESL Workshop”, August
 Presenters: TBA \$ 537.75
 Presenters fees:
 Food
 Stipends: None given/in-service credit
 Objective #5, Level 1

Building-Level Workshops:

Activity #3: “Multiple Intelligence’s”
 Presenter: STARR Teacher
 Stipends \$ 180.00
 Objective #3, Level 1

Activity #4: “Multiple Intelligence’s”
 Presenter: STARR Teacher
 Stipends \$ 264.00
 Objective #3, Level 1

Activity #5: “Multiple Intelligence’s”
 Presenter: STARR Teacher
 Stipends: 22 x \$12.00 \$ 240.00
 Objective #3, Level 1

Activity #6: “Multiple Intelligence’s”
 Series of 3 video tapes
 3 one hour sessions \$ 680.00
 Stipends 15 ea. Time est. 540.00
 \$ 1,220.00
 Objective #3, Level 1

Activity #7: “Multiple Intelligence’s”
 December
 Presenter: STARR Teacher

Notes



Notes

	Stipends: \$12.00 x 4	\$	48.00
	Objective #3, Level 1		
Activity #8:	“Special Education Referral Process”		
	Presenter: TBA	\$	50.00
	Stipends		96.00
		\$	146.00
	Objective #1, Level 1		
Activity #9:	“Brain Research” 3-part services January, February, April		
		\$	672.00
	Objective #3, Level 1		
Activity #10:	“Test Taking Strategies”		
	Presenter: TBA	\$	50.00
			180.00
		\$	230.00
	Objective #6, Level 1		
Out-of-District			
Activity #11:	“Introduction to Autism” Project Access		
	Lunches	\$	35.00
	Substitutes		240.00
	CSPD:	\$	275.00
	Objective #2, Level 1		
Activity #12:	“State Title I Conference”, Columbia, MO 5 attending for District		
	Registration: \$90.00 each	\$	450.00
	Mileage: 180 x 20.5 centers		36.90
	Meals		40.00
	(TITLE I)	\$	526.90
	Objective #1, all 3 Levels		



Activity #13:	“Planning the Whole School Project”		
	5 attending for District		
	Mileage	\$	16.40
	Substitutes: 3 staff		135.00
	(TITLE I)	\$	151.40
	Objective #4, Level 1		
Activity #14:	“Difficult Students”, January		
	2 attending		
	Registration	\$	178.00
	Substitutes		90.00
		\$	268.00
	Objective #1, Level 1		
Activity #15:	“Training At-Risk Children”, February		
	2 attending		
	Registration	\$	70.00
	Objective #1, Level 1		
Activity #16:	“Missouri School Counselor’s Association”		
	2 attending		
	Registration	\$	120.00
	Meals		52.00
	Hotel		90.00
		\$	262.00
	Objective #1, all 3 Levels		
Activity #17:	“Introduction to Autism”, January		
	2 attending		
	Registration: \$89.00 each	\$	178.00
	Mileage		41.25
	Lodging		45.00
	Meals		39.75
	CSPD	\$	304.00
	Objective #2, Level 1		

Notes



Notes

Activity #18: “High Functioning Students with Autism”, April
1 attending
Registration: \$49.00 \$ 49.00
Mileage 41.25
Meals 10.25

CSPD \$ 100.50

Objective #2, Level 1

Activity #19: “Strengthening the Achievement, Motivation and
Responsibility of At-Risk Students”, Grades 6-12
Title I staff members
Registration: \$90.00 each \$ 270.00
Mileage: 180 x 20.5 centers 36.90
Meals: \$5.50 ea. 16.50

(TITLE I) \$ 323.40

Objective #1, Levels 1 & 2

Activity #20: “Multiple Intelligence’s”
2 attending @ \$30.00 ea. \$ 60.00

Objective #4, Level 1

Activity #21: “Teaching the At-Risk Student”
\$35.00 registration for 4 attending \$ 140.00

Objective #1

Strategy C: Study and develop programs that expand the teaching of parenting skills.



Strategy D: Initiate activities that insure that we are developing higher order thinking skills.

Objectives:

- 1) To investigate “Socratic Questioning” as a way to tap into Higher Level Thinking Skills Development.
- 2) To study the application of high thinking skills to performance based instruction and testing.

District-Level

Activity #1:	“Higher Order Thinking Skills”	
	Presenter: TBA	\$ 485.00
	Stipends	612.00
	Food	75.00
		\$ 1,172.00
	Objective #2, Level 1	

Building-Level:

Activity #2:	“Socratic Questioning”, STARR teacher will meet informally with teachers throughout a day to lead discussion on this topic	
		\$ 0.00
	Objective #1, Level 1	

Out-of-District: (Spare)

Activity #3:	“Igniting, Exciting and Inviting Student Thinking Workshop”	
	2 teachers	
	Registration: @\$90.00 ea.	\$ 180.00
	Objective #2, Level	

Strategy E: Develop strategies and techniques to improve staff recruitment and retention.

**Notes**

Strategy F: Study and initiate programs that provide transitional skills for students.

Totals for Goal 4	Used	Remain
PDC Activities Planned	\$22,242.71	\$10,020.84
A+ Schools	\$ 2,000.00	\$
Reform Grant	\$ 4,640.00	\$ 582.00
Title I	\$ 6,319.60	\$
Title II	\$ 2,572.00	\$
CSPD	\$ 679.50	\$

GOAL 5: We Will Study and Implement Techniques and Programs In Order To Improve Our School Climate To Enhance Student Learning and Employee Satisfaction.

Strategy A: Initiate a plan to study and implement site-based management techniques.

Building-Level Activities:

Activity #1:	“Team Building”, November	\$ 40.00
	Presenter: TBA	460.00
	Stipends	168.00
	Food	120.00

\$ 788.00

Objectives #1 & #2, Level 1

Activity #2:	“Team Building”, November	
	Presenter: TBA	
	Stipends 12	\$ 177.00

Objectives #1 & 2, Level 1

Activity #3:	“Making Change for School Improvement”
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Notes

Presenter: TBA	\$	150.00
Stipends: 12 staff for 3 hours each		432.00
(Possible Reform Grant)	\$	582.00

Objective #2, Level 1

Activity #4:

“Team Building”

“Communication Styles and Conflict Resolution”

January \$ 625.00

Stipends **720.00**

Food 50.00

\$ 1,395.00

Objectives #1 & #2, Level 2

Activity #5:

“Inserting New Cultural Norms”

November 16, Satellite Presentation

Stipends for 8 \$ **135.00**

Objective #2, Level 1

Activity #6:

“Quantum Leap Learning: Accelerating and Deepening Change”

December 14, Satellite Presentation

Stipends for 12 \$ **180.00**

Objective #2, Level 1

Activity #7:

“Professional Literature/Tapes”

“Cooperative Learning” by Spencer Kagan” \$ 29.00

“Community Building in the Classroom” 22.00

“Self-Esteem Builders” 44.95

95.95

8.64

\$ 200.54

“Psychology of Winning” by Dennis Waitley, audio tapes



Notes

“The 7 Habits of Highly Effective People” by Stephen Covey, audio tapes
“Parenting” Ward and June Don’t Live Here Anymore
“Change—Coping With Tomorrow Today”
“Managing Our Differences”
\$ 129.85

“Assertiveness: The Right Choice” audio tapes
“Power of Effective Listening” audio tapes
“Self-Profile”, “Coping With Difficult People”
“Team Building”, “Listen Up”
“Balancing Career and Family”
\$ 129.00

“Conflict Management”
“A New Attitude”
\$ 120.00

Out-of-District

Activity #8: “Restructuring Your School”
5 teachers @ \$395.00 \$ 1,975.00
Lodging and Travel 1,600.00
\$ 3,575.00

Activity #9: Objectives #1 & #2, Level 1
“Managing Difficult People”
October, 4 attending \$ 218.00
Lunch 22.00
\$ 240.00

Objective #1, Level 1

Strategy B: Insure that proper safety and security programs are in place.

Strategy C: Develop staff and student recognition programs.

Strategy D: Initiate programming designed to improve student attendance.



Notes

Totals for Goal 5	Used	Remain
PDC Activities Planned	\$ 7,299.68	\$ 2,721.16
A+ Schools	\$	\$
Reform Grant	\$ 582.00	\$
Title I	\$	\$
Title II	\$	\$

GOAL 6: We Will Maintain Fiscal Practices That Will Meet Current and Future Educational Programs.

Strategy A: Develop all available funding sources and alternative opportunities.

Strategy B: Study and commit to long-range and short-range planning for district programming.

Totals for Goal 6	Used	Remain
PDC Activities Planned	\$ 7,299.68	\$ 2,721.16
A+ Schools	\$	\$
Reform Grant	\$ 582.00	\$
Title I	\$	\$
Title II	\$	\$

End



Notes

Sample

**The Francis Howell School District Professional Development Plan
for
Student Achievement
2000-2001**

The District's Professional Development Plan (PDP) reflects the District Professional Development Committee's (PDC's) goals and activities as tied to the FHSD Improvement Strategies of the Comprehensive School Improvement Plan (CSIP) under Strategy 8: "We will implement the appropriate training for staff to guarantee an exemplary educational program." For clarification purposes, the correlating improvement strategies are indicated in the Professional Development Plan (PDP).

The District Professional Development Committee Facilitator developed the draft evaluation of the 1999-2000 PDP and a draft of the 2000-2001 PDP, and shared it with the PDP Writing subcommittee on September 6, 2000. This subcommittee included the District PDC co-chairs and three other District PDC members, the Director and the facilitator of Curriculum and Instruction. The revised plan was presented to District PDC members for revision and approval on September 28, 2000 and to the Francis Howell School District Board of Education on October 5, 2000.

This Professional Development Plan is being submitted according to requirements of the Outstanding Schools Act of 1993 (SB380, Section 7; RSMo):

7.1 "Beginning with fiscal year 1994 and for all fiscal years thereafter, in order to be eligible for state aid distributed pursuant to section 163.031, RSMo., a school district shall allocate one percent of monies received pursuant to section 163.031, RSMo, exclusive of categorical additions, to the professional development committee of the district as established in subdivision (1) of subsection 4 of section 168.500 RSMo. Of the monies allocated to the professional development committee in any fiscal year as specified by the subsection, seventy-five percent of such funds shall be spent in the same fiscal year for purposes determined by the professional development committee after consultation with the administrators of the school district and approved by the local board of education as meeting the objectives of a school improvement plan of the district that has been developed by the Board."

The Mission of Professional Development

"Supporting teachers in their continual efforts to improve instruction so that each student may achieve at higher levels in the public schools is the mission of professional development. School Board members, administrators, and teachers are encouraged to keep this mission clearly in mind when making decisions pertaining to district-level and building-level professional development. Final decisions regarding professional development should support the primary goal of improving instruction to improve learning. This mission has ongoing implications for sustained training in effective classroom practices, authentic instruction, instructional leadership, technology, and assessment.



Educators derive benefits from pursuing both individual and organizational interests. Technology transfer, collegial exchanges, enhanced content knowledge, and skill development can all contribute to increasing both individual and organizational capacity.

Professional educators continually reflect on their practices and develop and articulate their beliefs about teaching and learning while improving classroom practices. This requires time and opportunities for observing and practicing new ways of teaching, learning, and networking in and out of the classroom. Sustained training to develop and hone teaching skills is a worthy goal for teachers and can be supported with professional development monies.

To develop a strong, well-organized professional development program, teachers, administrators, and school board members must work as a team for success. Everyone must be totally committed to the improvement of instruction for enhanced and sustained learning. Collaborative partnerships will promote conversation about the best available research utilized in teaching, learning, and leadership. Accessing resources from the local community, higher education, and the state will enhance the improvement process. Effective systemic reform and reculturing will ensure that each student learns well, applies his/her knowledge and continues achieving in and out of school.”

To align local professional efforts with state guidelines, the following critical questions must be considered:

- Does the professional development program relate to the District Comprehensive School Improvement Plan (CSIP) and the MSIP professional development standards?
- Is each professional development activity consistent with the vision and the goals of the district’s professional development plan?
- Does each professional offering enhance the participant’s repertoire of skills and content knowledge?
- Does each professional development activity involve active learning processes?
- Does each professional development offering lead to improvement of teaching practice?
- Does each professional development offering eventually help students become better and more efficient learners?

Mission of Professional Development, Page 3
-Missouri Professional Development Guidelines for Student Success



Notes

IMPROVEMENT OBJECTIVES

- 1. The Francis Howell School District dropout rate will be at or below two percent annually.**

Evaluation Method: Annual Core Data Dropout Data

- 2. The Francis Howell School District's average daily attendance will be ninety-seven percent or higher annually.**

Evaluation Method: Annual Core Data ADA Data

- 3. One hundred percent (100%) of the Francis Howell School District graduates will be placed in a 4-year or 2-year college or university, post-secondary training, military or productive occupation following graduation.**

Evaluation Method: Data obtained from senior surveys, 1-year graduate survey and 4-year graduate survey.

- 4. The Francis Howell School District will demonstrate increased academic achievement as evidenced by the following:**

- A. Two percent annual increase in the district's average percentile score on the Comprehensive Test of Battery Skills (CTBS) assessment in the areas of Language Arts, Math, Science and Social Studies over five years.

Evaluation Method: Annual CTBS Test Data

- B. Eighty percent of the Francis Howell School District students will score in the proficient or advanced proficiency level of all MAP tests when available.

Evaluation Method: Missouri Assessment Program (MAP) Test Data

- 5. Seventy-five percent (75%) or more of the homes, businesses and community will support the vision of the Francis Howell School District.**

Evaluation Method: Annual satisfaction surveys, building surveys, bond issue election results and participation data.



Francis Howell School District Improvement Strategies

Notes

1. We will develop and implement a facilities plan to support an exemplary educational program. (14.1A-14.2)
2. We will develop and implement an information, communication, and learning plan that addresses technological needs to support the programs mandated by the vision and strategic goals. (6.1, 7.1, 8.1, 10.1)
3. We will analyze, prioritize, and restructure the curriculum, instruction, and assessment programs to meet special needs and relevant accountability systems. (1.1-1.3, 6.1, 7.1, 9.1, 16.1-16.3, 17.1)
4. We will implement a working partnership between home, school, and community. (13.5)
5. We will develop and implement an effective financial plan that will meet the vision and strategic goals of the Francis Howell School District. (13.1-13.5)
6. We will establish and implement effective differentiated instructional programs that meet the special needs of various student populations. (7.1, 8.1A-8.7)
7. We will recruit, hire, and retain quality staff to implement an exemplary educational program. (2.1, 5.2, 13.3)
8. We will implement the appropriate training for staff to guarantee an exemplary educational program. (12.1A-12.1B, 15.1-15.3)

(Corresponding Missouri School Improvement Program (MSIP) Standards and Indicators)



Missouri Professional Development Guidelines

Improvement Strategy:	Facilitated by:	Resources	Evaluation
#2 - We will develop and implement an information communication and learning plan that addresses technological needs to support the programs mandated by the vision and strategic goals. (6.1, 7.1, 8.1, 10.1)			
Provide release time/stipends for teacher training in the area of technology	District-PDC	\$0.00	Technology funds will be included in each Building-PDC allocation.
	Building-PDC		Year-end evaluation of opportunities available in the area of technology will determine whether this has been a better way to incorporate technology training at sites.
	Administrators		
#3 - We will analyze, prioritize and restructure the curriculum, instruction and assessment programs to meet special needs and relative accountability systems. (1.1-1.3, 6.1, 7.1, 9.1, 16.1-16.3, 17.1)			
Fund participation of teachers and administrators in conferences and training opportunities related to curriculum development and implementation. Provide release time/stipends for teachers to conduct district curriculum studies, revise, implement, monitor and evaluate district curriculum, instructional activities, exit goals, assessments, alignment with state standards and guidelines. This fund will also provide release time/stipends to facilitate the transition from curriculum adoption to effective implementation.	C & I Facilitators	\$65,000.00	Committee meeting minutes distributed to all committee members and to all buildings. Liaisons to committees to report to representative groups.
	District-PDC		Continuous evaluation of program performance. (Documentation of growth through school improvement plans.)
	Curriculum Committee		Annual written evaluation of all activities
	Administration		



Improvement Strategy:	Facilitated by:	Resources	Evaluation
#4 - We will implement a working partnership between home, school and community.			
Fund District Site Support Team (SST) meetings and supplies. Provide training opportunities for the District's Site Support Team. Provide opportunities for SST and PDC's to collaborate and focus on the school/site improvement plans.	C & I Facilitators District-PDC Administration	\$3,000.00	Site Support Team (SST) meetings held to share information with school representatives. SST minutes shared with all sites. Liaison from D-PDC will attend all SST meetings and report to District-PDC. One of the MAP Senior Leaders will attend all SST meetings.
#7 - We will recruit, hire, and retain quality staff to implement an exemplary educational program.	C & I Facilitators District-PDC Administration Mentors		
Provide support for beginning teachers:			
A.) Provide a mentor/mentee program for first year teachers that includes:			Mentor training will be provided and evaluated. Evaluation of mentor program will take place yearly, with information being sought from each mentee, mentor and principal involved in the program.
* Mentor training for teachers	<i>Mentor training</i>	\$2,500.00	
* Assignment of mentors to first year teachers	<i>Mentor stipend</i>	\$23,520.00	
* Release time to observe, collaborate	<i>Mentor/Mentee release</i>	\$10,000.00	
* Mentor training for principals			
B.) Continue the Beginning Teacher Network (BTN) as a support system and professional growth opportunity for first year teachers.	Meeting expense Additional funding	\$1,500.00 FHEA	Ongoing evaluation of program from BTN participants. Funding from FHEA amounts to \$1,000.00
C.) Provide support for 2nd year teachers and teachers new to the district or their position by providing release time and stipends for teachers to observe/meet with colleagues and/or attend professional development activities.	<i>Release time/stipends</i>	\$9,000.00	Evaluation of program by participants and administrators. This opportunity for collaboration and support is now called "Mentoring Beyond the First Year" to more accurately reflect its purpose.



Missouri Professional Development Guidelines

Improvement Strategy:	Facilitated by:	Resources	Evaluation
#8 - We will implement the appropriate training for staff to			
guarantee an exemplary educational program.			
(12.1A-12.1B, 15.1-15.3)			
Analyze building/district needs and provide opportunities	C & I Facilitators		
which expand knowledge, build collegiality among staff	District-PDC		
members, and support teachers in their continual efforts to	Support Staff PDC		
improve instruction by:	Administrators		
	MAP Mentors		
A.) developing, conducting, compiling information and		Supplies	Needs assessment created, based on CSIP
distributing the results of a district-wide staff development		Time	and Building SIP goals. Results tallied and
needs assessment.			shared with groups involved in planning.
B.) providing scheduled time for professional development	Calendar committee	Early release days (3)	Use of days will be monitored and activities
activities		Dist. Prof. Dev. Day	of all sites will be shared through District-PDC
C.) planning, implementing, coordinating and evaluating	<i>In-district presenters</i>	\$10,000.00	CSIP, Building SIPs and needs assessment
district-wide staff development activities utilizing both in and	<i>Out-of-district presenters</i>	\$8,500.00	will guide planning. Follow-up activities will
out-of-district presenters and the FHSD Presenters' Cadre	<i>MAP Cadre</i>	<i>Eisenhower Funds</i>	be planned at the end of each activity.
D.) continuing to expand the resources of the District-PDC	C & I Secretary	\$2,000.00	Input from staff and SST will guide purchases.
Professional Library so that it can be used as a resource for			Checkouts will be monitored and input sought on
staff and school improvement teams.			materials available.
E.) funding activities for school/site improvement teams.		\$0.00	Monies for school improvement teams
			are included in Building-PDC allocations
F.) supporting individual professional development, and			Written documentation of Building-PDC
supporting PD at each school/community site through:			activities are incorporated into school
*special funding requests	<i>Allocations to buildings</i>	\$211,549.80	improvement plans. Building-PDC
*District-PDC liaisons to buildings	<i>Facilitator allocation</i>	\$1,500.00	will submit end-of-year report, including the
*joint meetings and planning	<i>B-PDC Chairs' meetings</i>	\$2,000.00	carry-over projected amount to the
*Building PDC chair's meetings	<i>D-PDC Meetings</i>	\$24,430.00	C & I Facilitator by May 30, 2001
*District-PDC minutes/communication to buildings	<i>D-PDC Supplies</i>	\$4,000.00	
*Administrative liaisons to District-PDC	<i>Teacher Grants</i>	\$9,000.00	Recipients of teacher grants will be required to
*allocation of funds			turn in an end-of-year report which will include the
*support for buildings merging their SIT and PDC			documentation of hours and projects as applicable.
Total funding (\$347,848 (1%) allocation, \$49,651.80 (15%) carry-over		\$397,499.80	



Supporting Documents and Resources

Notes

- The Francis Howell School District Professional Development Committee (DPDC) has planned its 2000-2001 program using the Mission of Professional Development from *Missouri's Professional Development Guidelines for Student Success*, the Francis Howell Strategic Goals, Fundamentals of Continuous Improvement, the National Staff Development Council's Standards for Staff Development and the FHSD Comprehensive School Improvement Plan as the framework for this Professional Development Plan (PDP).
- Policies and procedures for the District Professional Development Committee (DPDC) are included in the following Board Policies and Regulations:

Policy 4410GE	Staff Development
Regulation 4410CR	Staff Development
Policy 4420GE	Conference and Travel
Policy 4430GE	District Committees
- The FHSD Mentor Handbook includes guidelines for the district's mentoring program.
- Francis Howell mentors must sign the "Mentor Contract, 2000-2001" in order to participate as mentors.
- The District-PDC budget is distributed and is included as a standing report at each District-PDC meeting.
- Employees requesting funds for out-of-district staff development activities use FHSD Form 0120, "Employee Request for Out of District Staff Development"
- "Use of FHSD-PDC Funds for In-State and Out-of-State Travel, 2000-2001 for Certificated Staff, Presenters or Participants" is used as a guideline in conjunction with the district's "Expense Report" guideline for funding participants to workshops or conferences using PDC funds.
- "Francis Howell School District 2000-2001 Guidelines for: District Teachers Serving as Presenters & Stipend Rates" is used as a guideline for payment of in-district presenters.
- Selection of the FHSD Teacher of the Year is outlined in "Francis Howell School District Teacher of the Year Nominating Procedures" information.
- Building PDCs are responsible for submitting a plan with goals and documentation of annual expenditures to District PDC by May 31, 2001. Furthermore, Building PDC funding allocation for staff training is included in the School Improvement Plans.



Notes

- The Francis Howell School District has a Support Staff Professional Development Committee. Members are elected to that committee by job category and serve a two-year term. The Support Staff Committee roles and responsibilities are established by Board Policy. The support staff was included in the District PDC needs assessment of spring, 2000, and the Support Staff PDC participates in the planning and implementation of the All-District Staff Development Day. Support staff has funding for professional development. Guidelines and procedures are established in the booklet “Professional Development for Francis Howell School District Support Staff, 2000-2001” that is made available to all support staff employees in the district. Policies and procedures for the District Professional Development Committee are included in the following Board Policies and Regulations:

Policy 4410GE

Regulation 4410CR

Policy 4420GE

Policy 4430GE

Staff Development

Staff Development

Conference and Travel

District Committees



Total FHSD PDC Budget for 2000-2001

Building	Enrollment	x\$10.00/146.70	Site Team	\$10+Site
Becky-David	1169	\$11,690.00	\$300.00	\$11,990.00
Castlio	1029	\$10,290.00	\$300.00	\$10,590.00
Central	983	\$9,830.00	\$300.00	\$10,130.00
Daniel Boone	485	\$4,850.00	\$300.00	\$5,150.00
Fairmount	1238	\$12,380.00	\$300.00	\$12,680.00
Henderson	772	\$7,720.00	\$300.00	\$8,020.00
Harvest Ridge	854	\$8,540.00	\$300.00	\$8,840.00
Independence	832	\$8,320.00	\$500.00	\$8,820.00
John Weldon	772	\$7,720.00	\$300.00	\$8,020.00
Warren	545	\$5,450.00	\$500.00	\$5,950.00
Barnwell	952	\$9,520.00	\$300.00	\$9,820.00
Hollenbeck	876	\$8,760.00	\$300.00	\$9,060.00
Francis H. Middle	1040	\$10,400.00	\$300.00	\$10,700.00
Bryan	634	\$6,340.00	\$300.00	\$6,640.00
Saeger	940	\$9,400.00	\$300.00	\$9,700.00
FHHS	1491	\$14,910.00	\$300.00	\$15,210.00
FHN	2161	\$21,610.00	\$300.00	\$21,910.00
FHC	2163	\$21,630.00	\$300.00	\$21,930.00
Union	110	\$1,100.00	\$300.00	\$1,400.00
ECFEC-Cent.	4T/19PE=23	\$3,374.10	\$300.00	\$3,674.10
ECFEC-Hack.	8T/12PE-20	\$2,934.00	\$300.00	\$3,234.00
ECFEC-Harv/Wel.	31T/10PE=41	\$6,014.70	\$300.00	\$6,314.70
Timberlake	10	\$1,467.00	\$300.00	\$1,767.00
Administration	Through SST		\$7,300.00	
Annex	Through SST			
Subtotal(Schools)	19046	\$204,249.80		\$211,549.80
D-PDC Imp. Inst.		\$45,750.00		
D-PDC Release		\$130,200.00		
Mentor-Mentee		\$10,000		
Technology		\$0.00		
CSD		\$0.00		
MAP (Eisenhower)		Eisenhower	\$1000(4)/\$500(40+release)	
SST Funding (\$300/\$500)		\$7,300.00		
Total		\$397,499.80		



Notes



Appendix G

Planning, Implementation and Evaluation of Professional Development

- G-1 National Staff Development Council (NSDC) Standards**
- G-2 “Alignment” and “Making Connections”**
- G-3 Models of Staff Development**
- G-4 Normandy Professional Development Committee Annual Needs Assessment**
- G-5 National Staff Development Council (NSDC) “Time”**
- G-6 Timeline: Constructing Your Professional Development Plan**
- G-7 Data to Inform/Guide Decision-Making**
- G-8 Levels of Use and Effective Steps of Professional Development**
- G-9 Adult Learning and the Professional Development Plan and Activities**
- G-10 Five Levels of Program Evaluation**
- G-11 Individual Teacher Portfolio**



Notes



Section G-1



National Staff Development Council (NSDC) Standards



Notes

G-1 National Staff Development Council (NSDC) Standards

The National Staff Development Council (NSDC) has established national standards aimed at giving schools, districts, and states direction in what constitutes quality staff development for all educators. The bottom line is that staff development must shift from counting how many staff participate and whether they enjoyed the session, to determining whether the system is improving student achievement. The standards address the often-asked question, “What are the best approaches for successful staff development?”

CONTEXT

Effective high school, middle level, and elementary school staff development:

- Requires and fosters a norm of continuous improvement.
- Requires strong leadership in order to obtain continuing support and to motivate all staff, school board members, parents, and the community to be advocates for continuous improvement.
- Is aligned with the school’s and the district’s strategic plan and is funded by a line item in the budget.
- Provides adequate time during the work day for staff members to learn and work together to accomplish the school’s mission and goals.
- Is an innovation in itself that requires study of the change process.

PROCESS

Effective high school, middle level, and elementary school staff development:

- Provides knowledge, skills, and attitudes regarding organization development and systems thinking.
- Is based on knowledge about human learning and development.
- Provides for the three phases of the change process: initiation, implementation, and institutionalization.
- Bases priorities on a careful analysis of disaggregated student data regarding goals for student learning.
- Uses content that has proven value in increasing student learning and development.
- Provides a framework for integrating innovations and relating those innovations to the mission of the organization.
- Requires an evaluation process that is ongoing, includes multiple sources of information, focuses on all levels of the organization.
- Uses a variety of staff development approaches to accomplish the goals of improving instruction and student success.
- Provides the follow-up necessary to ensure improvement.
- Requires staff members to learn and apply collaborative skills to conduct meetings, make shared decisions, solve problems, and work collegially.
- Requires knowledge and use of the stages of group development to build effective, productive, collegial teams.

**CONTENT**

Effective high school, middle level, and elementary school staff development:

- Increases administrators' and teachers' understanding of how to provide school environments and instruction that are responsive to the developmental needs of students.
- Facilitates the development and implementation of school- and classroom-based management which maximizes student learning.
- Addresses diversity by providing awareness and training related to the knowledge, skills, and behaviors needed to ensure that an equitable and quality education is provided to all students.
- Enables educators to provide challenging, developmentally appropriate curricula that engage students in integrative ways of thinking and learning.
- Prepares teachers to use research-based teaching strategies appropriate to their instructional objectives and their students.
- Prepares educators to demonstrate high expectations for student learning.
- Facilitates staff collaboration with and support of families for improving student performance.
- Prepares teachers to use various types of performance assessment in their classrooms.

Effective high school and middle level staff development:

- Prepares educators to combine academic student learning goals with service to the community.
- Increases administrators' and teachers' ability to provide guidance and advisement to adolescents.

Effective middle level staff development:

- Increases staff knowledge and practice of interdisciplinary team organization and instruction.

More Information

- The complete list of the National Staff Development Council (NSDC) standards is available on the NSDC web site at www.nsd.org/standards.html.
- The monthly "Results" column on using the standards is also available on the web.
- NSDC has published three study guides for the elementary, middle, and high school levels. Each standard is accompanied by a two-page discussion that includes a rationale, examples, outcomes, discussion questions, and references. Each also includes an assessment instrument and suggestions for use.
- In addition, NSDC has published a trainer's kit to assist the staff developer in implementing the standards.



Notes



Section G-2



“Alignment” and “Making the Connections”



ALIGNMENT

- 1. Comprehensive School Improvement Plan (CSIP)**
- 2. District Professional Development Plan for Staff (DPDP)**
- 3. School Improvement Plan (SIP)**
School Professional Development Plan for Staff
- 4. Individual Development Plan (IDP)**



Making the Connection

District Goal

District 397 will improve student performance in reading across the curriculum.

School Goal

397 Middle School will develop and implement strategies for teaching/reinforcing appropriate reading skills in all classes.

Individual Development Plan

John Doe will implement the teaching of appropriate reading skills and use appropriate instructional strategies to support the improvement of student performance in reading.



Notes



Section G-3



Models of Staff Development



Notes

MODELS OF STAFF DEVELOPMENT

Rationale

The growth of staff development programs in recent years has resulted from a belief that effective staff development is necessary to increase student achievement. A growing body of research on the effectiveness of staff development programs has identified the characteristics of productive programs. The characteristics include:

- Connectedness to school settings and to school-wide efforts;
- Involvement of teachers as planners;
- Providing choice and differentiated learning opportunities.
- Use of demonstration, supervised practice, and feedback as part of training; and
- Ongoing assistance and support.

Although there are many ways in which educators may learn, training continues to be the dominant model. In many districts staff development equates to training. Differentiated models of staff development are described to illustrate that there are many ways, in addition to training, to improve job-related knowledge, skills, or attitudes (Sparks and Loucks-Horsley, 1990). Five models are offered as useful methods for accomplishing the goals of staff development:

INDIVIDUALLY GUIDED STAFF DEVELOPMENT

The learner designs learning activities. One of the assumptions of this model is that individuals are motivated by being able to select their own learning goals and means for accomplishing those goals. One belief which undergirds this model is that self-directed development empowers teachers to address their own problems and, by doing so, creates a sense of professionalism.

OBSERVATION/ASSESSMENT

Instructional practices are improved through classroom observation and feedback. Having someone else in the classroom to view instruction and give feedback or provide reflection is a powerful way to impact classroom behavior. This model uses colleagues or other personnel to act as another set of “eyes and ears” for the teacher. Opportunities for analysis and reflection on professional practice are available in this format.

INVOLVEMENT IN A DEVELOPMENT/IMPROVEMENT PROCESS

Systematic school improvement processes typically involve assessing current practices and determining a problem and a solution that will improve student outcomes. The solution might include developing curriculum, designing programs, or changing classroom practice. New skills or knowledge may be required which can be accomplished through reading, discussion, observation, training, and experimentation. Consequently, involvement in the improvement process can result in many new skills, attitudes, and behaviors.

TRAINING

A training design includes the selection of objectives, learning activities, and outcomes. Usually the outcomes involve awareness, knowledge, or skill development, but changes in attitude, transfer of training, and “executive control” need to be included as well. The improvement of teachers’ thinking should be a critical outcome of any training program. The most effective training programs include exploration of theory, demonstrations of



practice, supervised trial of new skills with feedback on performance, and coaching within the workplace.

INQUIRY

Teachers formulate questions about their own practice and pursue objective answers to those questions. Inquiry involves the identification of a problem, data collection (from research literature and classroom data), data analysis, and changes in practice with additional data collection. The inquiry can be done individually or in small groups. This model is built on a belief that the mark of a professional teacher is the ability to take “reflective action.”

Standards for Staff Development, National Staff Development Council (1995), p. 29 NSDC: Oxford, Ohio

Notes



Notes



Section G-4



Normandy Professional Development Committee Annual Needs Assessment



Notes

Normandy Professional Development Committee (PDC) Annual Needs Assessment (2001-2002)

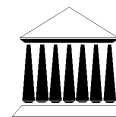
Your School: _____

Directions: Please complete the following to assist your Professional Development Committee (PDC) in planning capacity building and professional development opportunities for the 2000-01 school year. When complete, please return to your building PDC representative by Thursday, June 1st. Thank you.

Indicate with a check mark in the columns to the right, the "level of comfort and understanding" you have related to each of the following: *(Note: If you don't know what a particular term or phrase means, then you would mark a "low" level of comfort for that item. If you check a "high" level of comfort, that would indicate that you use or have applied the strategy and could teach others how to use it. Remember that this is a survey and there are no right/wrong answers!)*

	Low			High		NA
	1	2	3	4	5	
1. Aligning my curriculum to the Show-Me Standards						
2. Adjusting my instruction to different learning styles						
3. Aligning my classroom assessments to performance standards and Missouri Assessment Program (MAP) response items						
4. Articulating my school's instructional curriculum across grade levels						
5. Articulating my classroom instructional curriculum across disciplines/content areas						
6. Adapting my instruction for inclusion						
7. Using multiple intelligences in my instructional delivery						
8. Participating in study groups or doing action research						
9. Using authentic assessment strategies						
10. Using differentiated instruction to address student learning issues/challenges						
11. Using cooperative discipline to better manage my classroom						
12. Using technology for instructional delivery						
13. Using integrated "reading/writing across the disciplines"						
14. Using guided and/or independent student reading						
15. Using projects as learning activities/assignments						
16. Using cooperative discipline strategies regularly						
17. Designing constructed response assessments						
18. Developing scoring guides for classroom assessments						
19. Inquiry teaching (Experiments, PBL, research-based)						

Continued

**(Needs Assessment continued)**

20. Portfolio development (for myself or my students)
 21. Teaching through context
 22. Using brain-based research to design learning
 23. Mapping curriculum
 24. Clustering standards to create performance tasks
 25. Teaching for higher order thinking skills
 26. Using Socratic and open-ended questioning
 27. Using cognitive coaching to improve performance

Low			High		NA
1	2	3	4	5	

Notes

28. Are there any other professional development needs that should be addressed next year?

29. List any educational, computer-assisted/learning software that you would like to acquire or learn how to use:

[NOTE: The Normandy School District's Professional Development Committee (PDC) reviewed Missouri School Improvement Program (MSIP) expectations and the research connected to "best practices." From that collection of information, they constructed a needs assessment that collected data from teachers indicating the degree to which they could teach others how to improve student achievement to meet MSIP requirements and how to implement "best practices" to help in the task of improving student performance.]



Notes



Section G-5



National Staff Development Council (NSDC) “Time”



Notes

Information Provided by the National Staff Development Council (NSDC)

Time

to Grow and Learn

“Time for planning and professional development is urgently needed--not as a frill or add-on, but as a major aspect of the agreement between teachers and districts.”

Prisoners of Time, 1994

Teachers should spend at least one-fourth or twenty-five percent of their work-time learning to improve their teaching. Other than workshops, there are other ways to improve teaching such as:

- ◆ Planning lessons and critiquing students’ work with colleagues
- ◆ Observing and coaching in each other’s classrooms
- ◆ Conducting action research
- ◆ Participating in a study group
- ◆ Mentoring a new teacher
- ◆ Developing curriculum
- ◆ Doing school improvement planning
- ◆ Examining new technological resources to supplement lesson planning

WHAT SOME SCHOOLS ARE DOING

Canton Middle School Baltimore, Maryland

Teachers teach three 90-minute classes and have one 70-minute planning period daily. Each year, they have 18 half days for workshops and intensive work with each other. A majority of the staff works an additional five weeks during the summer to write curriculum for the following school year and earns \$15 an hour.

Iowa City Community School District Iowa City, Iowa

All students go home one hour early every Thursday. But teachers continue working until 4 p.m., with the extra time devoted to staff development. The first and third Thursdays of the month are devoted to the building’s staff development agenda; second and third are district-wide staff development times.

Holt Public Schools Holt, Michigan

Middle and high schoolers start school at 11:30 a.m. every Wednesday, four hours after teachers start their day. Teachers voted to exchange their daily prep period for one long period together every week. Students have slightly longer days on the other four days of the week.

**Holtville High School****Holtville, California**

Classes begin 30 minutes later on Wednesdays but teachers arrive 30 minutes earlier than on the other four days of the week. This gives teachers one hour for collaborative planning.

Deepwood Elementary School**Round Rock, Texas**

The principal limits faculty meetings to one Wednesday a month. Study groups--small groups of teachers who work together to learn more about a topic of interest to them--meet after school on the other three Wednesdays. All teachers are asked to reserve every Wednesday for these meetings.

Hefferan Elementary School**Chicago, Illinois**

Students have four intense days of classroom work each week and a fifth day called Resource Day. On Resource Day, they are involved in art, music, physical education, library, and computer lab. Their regular classroom teachers then have intensive professional development time every week.

Q & A

The National Staff Development Council believes that ...

effective staff development provides adequate time during the work day for staff members to learn and work together to accomplish a school's mission and goals.

How much time is necessary?

The National Staff Development Council (NSDC) believes 25 percent of an educator's work time should be devoted to learning and collaboration with colleagues. But that doesn't mean sending teachers to workshops for 25 percent of their worktime. That learning time should include the hours that teachers spend planning with their colleagues, writing curriculum during the summer, working on school improvement plans, doing classroom-related research, participating in study groups, mentoring a new teacher, observing and coaching each other, and many other related learning activities.

Why don't teachers just go to school after students leave every day?

The many demands of their work often leave teachers exhausted by the end of the school day. That means they're focusing on their own learning needs when they are not at their peak. The National Staff Development Council (NSDC) also believes that telling teachers to learn on their own time sends the wrong message to educators about the value of their own learning.

**LEARNING
MUST BECOME
A SEAMLESS
PART OF A
TEACHER'S
WORKLIFE.**

Teachers in my district are already out of the classroom for many hours every year for workshops. I'm not interested in taking more time away from students.

Providing more time for teacher learning should never lead to reducing the time students spend with teachers. By examining the variety of ways that teachers can learn on-the-job, schools can structure programs that enable teachers to continue learning while also ensuring that students are not short-changed.



Notes

To Learn More About

Time

- ◆ *What Matters Most: Teaching for America's Future* by the National Commissions on Teaching & America's Future, chaired by Linda Darling-Hammond. Influential 1997 national report that makes the case for investing in teacher learning as the route to improved student learning. Price: \$20. Phone: (888) 492-1241.
- ◆ "Finding Time for Professional Development." a web page by North Central Regional Educational Laboratory. Devoted to examining options for more professional development time. Its address is www.ncrel.org/sdrs/areas/issues/educatrs/profdevl/pd300.htm.
- ◆ *Prisoners of Time*, the report of the National Education Commission on Time and Learning. Outlines the time challenge and suggests strategies for solutions. Available at www.emich.edu/public/emu_programs/tlc/toc.html. Or order #065-000-00640-5. Price: \$6.75. Phone: (800) 299-5486 or Fax: (703) 243-0496.
- ◆ *Teachers Take Charge of Their Learning: Transforming Professional Development for Student Success* by the National Foundation for Innovation in Education. Addresses rationale for teacher development and relationship between teacher and student learning. Price: \$15. Order from NFIE Publications, P.O. Box 509, West Haven, CT 06516. The report also is posted on NFIE's web site at www.nfie.org/takechar.htm.

Visit the National Staff Development Council's (NSDC's) Online Library at www.nsd.org/library for articles from NSDC publications regarding use of time. The NSDC Board of Trustees resolution regarding this topic also appears on the web site.

The National Staff Development Council (NSDC) is a nonprofit educational association with 8,000 members who are primarily district administrators, principals, and teachers committed to high levels of learning and performance for all students and staff members.

National Staff Development Council
P.O. Box 240
Oxford, OH 45056
Phone: (513) 523-6029
E-mail: nsdcoffice@aol.com



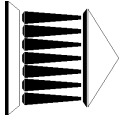
Section G-6



Timeline: Constructing Your District's

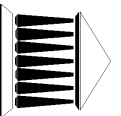
PROFESSIONAL DEVELOPMENT PLAN CONSTRUCTION TIMELINE

Task Name	JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC
1. Professional Development Committee (PDC) reviews Missouri Assessment Program (MAP) and any other data to be used										X		
2. Professional Development Committee (PDC) reviews progress toward previous Professional Development Plan (PDP) goals									X	X		
3. Shares data/info with staff and community and gets feedback										X		
4. Draft/revise multiple year Professional Development Plan (PDP) based on data and staff/school community review											X	
5. Revise Professional Development Plan (PDP) based on staff/school community review	X											
6. Distribute revised Professional Development Plan (PDP) for staff/school community review			X									
7. Construct budget based on revised plan				X								
8. Implement new/revise Professional Development Plan (PDP)					X							



PROFESSIONAL DEVELOPMENT PLAN CONSTRUCTION TIMELINE

Task Name	JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC
9. Conduct formative assessment measures	X	X	X	X	X	X	X	X	X	X	X	X
10. Adjust Professional Development Plan (PDP) activities as necessary	X	X	X	X	X	X	X	X	X	X	X	X
11. Conduct summative evaluation					X							
12. Conduct program evaluation on Professional Development Plan (PDP)						X	X					
13. Begin cycle again								X				





Notes



Section G-7



Data to Inform/Guide Decision-Making



Notes

DATA TO INFORM/GUIDE DECISION-MAKING

Decisions regarding school improvement and improvement in teaching and learning must be made based on a review of pertinent data. The following are examples of the kind of data that must be collected, reviewed, and collaboratively discussed prior to making important decisions.

- Student academic outcome data, as reported by:
 - MAP scores
 - District tests
 - Teacher-constructed classroom assessments
 - American College Test results
 - Authentic classroom projects demonstrating each student's competencies
 - Grades earned
- Student behavioral outcomes, as reported by:
 - Attendance
 - Disciplinary referrals to the office
 - Suspensions
 - Persistence to graduation
 - School dropouts
- Teacher satisfaction data, as reported by:
 - Expressed needs and wants
 - Assignments
 - Support
 - Resources available for classroom use
 - Time for job-related professional development
 - Surveys
 - Focus groups
- Parent, business, community satisfaction, as reported by:
 - Surveys
 - Focus groups
 - Open-ended feedback collected following major school experiences
- Organizational systems data, as reflected in:
 - Reorganizing the system for change
 - Allocation of resources (time, money, people)
 - Involvement of stakeholders in planning and implementing changes
- Demographic data, such as:
 - Diversity (race, gender, religion, family structure, etc.)
 - Special needs (special education, gifted education, traumatic life experience, drug use, alcoholic or family history, etc.)
 - Free and reduced lunch
 - Community demographics
 - Involvement with juvenile/other court
 - Community services received



Section G-8



Levels of Use and Effective Steps of Professional Development



Notes

LEVELS OF USE AND EFFECTIVE STEPS OF PROFESSIONAL DEVELOPMENT

Levels of Use

The purpose of professional development is to improve teaching so all students achieve at higher levels of learning. Leaders expect that staff members will have varying degrees of knowledge and expertise for any staff development priority identified. (For example, some staff members may not be familiar with the use of cooperative learning structures (Kagan), whereas other individuals may have attended workshops on this topic, practiced using the strategies in the classroom, and become quite comfortable with the strategies. Individuals will fall into one of the “Levels of Use” listed below with any particular instructional practice, strategy, skill, or program that is targeted for professional development:

- Non-use--have not yet learned about the staff development priority
- Awareness--has knowledge of the staff development priority so he/she can describe, discuss or explain what it is
- Demonstration--has experience using the strategy(ies) connected to the staff development priority; use the strategy(ies) to improve student performance related to the targets for school improvement
- Integration--is able to correlate the strategy(ies) connected to student learning and school improvement
- Mastery--has developed an expertise and confidence; is able to anticipate needs for school improvement; identifies staff development priority(ies) and applies appropriate strategies; able to train and mentor others

Effective Steps of Professional Development

Since staff members will vary in their knowledge or experience with respect to a staff development priority (a topic of focus identified by district, building, or individual), it is important that professional development opportunities are designed to support staff at their level of experience or expertise. The following “Effective Steps for Staff Development” serve as a guideline when planning the type of professional development that will best meet the needs of staff.

Theory (for individuals at the non-use or awareness level)
Learners participate in the study of the theoretical basis or the rationale for the skill.
Suggested training formats: lectures, self-assessment exercises, group discussions, question/answer sessions, panels, handouts

Demonstration (for individuals at the awareness, demonstration level)
Learners observe the modeling of the skill or competency.
Suggested training formats: trainer demonstrations, films, case studies, questions

Practice/Feedback (for individuals at the demonstration or integration level)
Learners demonstrate/practice the new skill in a protected environment. Learners practice analysis of the behavior of others and offer constructive criticism.
Suggested training approach: Structures must be provided so that participants have the opportunity to demonstrate the skill in a safe environment. Trainers must have the skills to



reinforce appropriate behavior, identify but dignify inappropriate responses, offer alternative positive behaviors, and maintain the self-esteem of participants.

Coaching/Teaming (for individuals at the integration or mastery level)

Learners coach one another as they work the new skill or competency into their repertoire.

They provide each other with ideas and feedback.

Suggested training approach: Training must recognize the needs for follow-up in terms of coaching and teaming and provide participants with the skills or resources to develop teams or networks and to serve as effective coaches.

Adapted from: Hord, Rutherford, Huling-Austin & Hall. Taking charge of change (1987).
ASCD.

Joyce, B & Showers, B. Student achievement through staff development.
(2nd ed.) White Plains, NY: Longman.

Notes



Notes



Section G-9

Adult Learning and The Professional Development Plan and Activities



Notes

ADULT LEARNING

Like other students, adults have some general and specific requirements for a delivery system and environment that will support their learning. The following information is taken from a few sources to help guide Professional Development Committees (PDCs) in planning and providing effective professional development for staff.

****From the work of John Goodlad:**

(A) Adult Learning Preferences

- Most adults learn best by doing--get them involved!
 - Adults can learn from the experiences of peers as well as from their own experiences.
 - Adults like small-group interaction to network formally and informally.
- Adults hate to have their time wasted.
 - Post clear goals, agenda, and benefits.
 - Find a need and fix it with practical, concrete examples.
- Adults need to succeed.
 - Provide a “map of the territory” and refer to it frequently.
 - Protect adults’ self-esteem.
 - Use clear, written directions for activities.
 - Check for understanding frequently--”turn to your neighbor and...”
 - Call on volunteers; never use sarcasm.
 - Establish procedures for returning from breaks or lunch and a zero noise signal ahead of time.
- Adults need comfort.
 - Establish breaks approximately every 75 minutes.
 - Provide a variety of refreshments, especially if in-service workshop is after a full day of teaching (de-caf and regular coffee, teas, juices, and healthy snacks are preferable choices.)
 - Graciously accommodate late-comers and those who need to leave early.

(B) Adults Prefer Learning Situations Which:

- Are practical and problem-centered, so...
 - Give overviews, summaries, examples, and use stories.
 - Plan for direct application of new information.
 - Design collaborative, problem-solving activities.
 - Anticipate questions as new learning occurs.
 - **CAUTION** -- Guard against becoming too theoretical.
- Promote their positive self-esteem, so...
 - Provide low-risk activities in small group settings.
 - Plan for building success incrementally.
 - Help them become more effective and competent.
 - **CAUTION** -- Readiness to learn depends on self-esteem.



- Integrate new ideas with existing knowledge, so...
 - Help them recall what they already know that relates to the new ideas.
 - Help them see how the new information is relevant to them.
 - Plan ways they can share their experience with each other.
 - **CAUTION** -- Find ways to assess participant knowledge before an event.
- Show respect for the individual learner, so...
 - Provide for their needs through breaks, snacks, coffee, comfort.
 - Provide a quality, well-organized experience, that uses time effectively.
 - Avoid jargon and don't "talk down" to participants.
 - Validate and affirm their knowledge, contributions, and successes.
 - Ask for feedback on your work or ideas.
 - **CAUTION** -- watch your choice of words to avoid negative perceptions.
- Capitalize on their experience, so...
 - Don't ignore what they know; it's a resource for you.
 - Plan alternative activities so you can adjust to fit their experience level.
 - Create activities that use their experience and knowledge.
 - Listen before, during, and after the event.
 - **CAUTION** -- Match the degree of choice to their level of development.

****From "Assumptions About Staff Development Based on Research and Best Practice," by Fred H. Wood and Steven R. Thompson (Fall 1993). *Journal of Staff Development* 14 (4): 52-57.**

Just as it is important for teachers to plan instruction based upon what they know about how their students learn, staff developers need to be much more aware of how adults learn and the implications of this for designing and implementing inservice programs. For example:

- Adults will commit to learning when the goals and objectives are considered realistic and important to them. Therefore, staff development should address areas that educators believe are important and have immediate application in the "real world."
- Adults will learn, retain, and use what they perceive is relevant to their personal and professional needs. Therefore, staff development must enable teachers and administrators to see the relationship between what they are learning and their day-to-day activities and problems.
- Adult learning is ego-involved; asking an educator to learn and implement new professional behaviors may promote a more or less positive view of self. Therefore, staff development should be structured to provide support from peers and reduce the fear of judgment during learning.
- Adults need to see the results of their efforts and have feedback on how well they are doing. Therefore, inservice should provide opportunities for educators to try out what they are learning and receive structured, helpful feedback.



Notes

- Adults are much more concrete in the way they operate than formerly thought. Therefore, educators should have an opportunity for directed, concrete experiences in which they apply what they are learning in a real or simulated work setting.
- Adults who participate in small groups are more likely to move their learning beyond understanding to application, analysis, synthesis, and evaluation. Therefore, staff development ought to include learning in small groups in which teachers and administrators have an opportunity to share, reflect, and generalize from their learning and experiences.
- Adults come to learning with a wide range of previous experiences, knowledge, self-direction, interests, and competencies. Therefore, staff development must accommodate the diversity in terms of needs, knowledge, readiness to learn, etc.
- Adults want to be the origin of their own learning and will resist learning situations that they believe are an attack on their competence. Therefore, staff development needs to give educators some control over the what, who, how, why, when, and where of their learning.
- Because the transfer of learning is not automatic for adults, it must be planned for and facilitated. Therefore, coaching and other kinds of follow-up support are needed to help educators transfer learning into daily practice.

**Other helpful information from research:

- Adults learn and retain:
 - Ten percent of what we hear.
 - Fifteen percent of what we see.
 - Twenty percent of what we both see and hear.
 - Forty percent of what we discuss with others.
 - Eighty percent of what we experience directly or practice.
 - Ninety percent of what we attempt to teach others.
- Effective staff development should build in purposeful redundancy particularly repeating the same ideas in differing forms of presentation.
- Effective professional development is ninety percent effective when opportunity to practice with feedback or coaching is provided with a real situation (clinical experience). Concrete experiences and coaching are available during and after the professional development offering.
- Effective professional development is experiential using both simulated practice with group critique or video tape review and opportunity to test one's own environment.
- Effective professional development involves a challenging activity which provides opportunity for:
 - a first-time experience.
 - demanding or extending performance.
 - a reasonable risk of failure in an accepting environment.



- Effective professional development provides models of excellence. Leaders teach by modeling.
- Effective professional development is rewarding to participants, and they believe that the learning will help them become more effective.
- Effective professional development includes human development activities to set a climate of warmth, trust, and enhanced self-esteem.
- Effective professional development is personalized and accommodates individual participant needs and learning styles.
- Effective professional development is partially self-directed, so that adults have at least some control over their own learning.
- Effective professional development integrates new information and knowledge with applied practice and performance.
- Effective professional development is results- or goal-focused. All activities are strategically selected to attain predetermined intentional outcomes.
- Effective professional development attempts to change perceptions where destructive beliefs and attitudes exist.

THE PROFESSIONAL DEVELOPMENT PLAN AND ACTIVITIES

Each professional development activity that is included in the PDC's Professional Development Plan (both district-level and school-level) needs to be carefully planned. The following are tips from practice that can, in a sense, provide a checklist for your use.

In **planning** the professional development program did you:

- Identify a planning team including consultant and representative teachers?
- Identify a credible person to lead the professional growth program?
- Summarize data collected from teachers and submit to planning team?
- Consult research and validate programs as meeting specific goals before scheduling them?
- Consider providing a variety of activities such as short lecture, group work, role-play, demonstration, simulation, etc.?
- Plan for individual differences?
- Plan for teachers to have choices?
- Build in time for group interaction?
- Identify ways to communicate workshop objectives and expectations to potential participants prior to inservice program?
- Select a location that would be conducive to workshop and convenient to participants?
- Arrange for appropriate equipment, supplies, and refreshments?

In **implementing** the professional growth program, did you allow for:

- Participants to make the role change from teacher to learner?



Notes

- Participants to know “Who is here and why?” and “What are our resources?”
- Feedback from participants concerning their attitudes, feelings, and knowledge during the program?
- Deviation from the plan to allow for meeting emerging needs of participants?
- Participants to work with a variety of people and other resources?
- Participants to process learning and discuss application to their own classroom settings individually and in groups?

When planning for the completion of the professional growth program, did you provide:

- An opportunity for participants to evaluate the program?
- A method for determining which expected outcomes were achieved?
- A data collection summary on the effects of the program after participants returned to their classrooms/schools?
- Follow-up activities with teachers through newsletters, visitations, and report of evaluations?
- Information about the activities to school leaders with suggestions on how administrators might provide support for teachers?



Section G-10



Five Levels of Program Evaluation



Notes

Five Levels of Program Evaluation

				Student Outcomes
Reactions	Learning	Org. Support & Change	Use of New Knowledge & Skills	
<ul style="list-style-type: none">•questionnaires•rating scales•feedback sheets <p>_____</p> <p>What did I like about this session?</p> <p>Did the material make sense?</p> <p>Were the activities meaningful?</p> <p>Level 1</p>	<ul style="list-style-type: none">•paper/pencil assessments•simulations•skill demonstrations•oral/written personal reflections•examination of professional portfolios <p>_____</p> <p>2-3 things I learned from this session:</p> <p>Level 2</p>	<ul style="list-style-type: none">•district/school records•minutes from follow-up mtgs•questionnaires•structured interviews with participants and/or school administrators <p>_____</p> <p>Is what I learned aligned with the District Improvement Plan and/or District mission?</p> <p>In what ways have I been or am I encouraged or supported in implementing this change?</p> <p>Level 3</p>	<ul style="list-style-type: none">•questionnaires•structured interviews•oral/written personal reflections•examination of participants' journals or portfolios•direct observation•video and/or audiotapes <p>_____</p> <p>In what ways have I used the information I learned?</p> <p>Level 4</p>	<ul style="list-style-type: none">•assessment results•student portfolio evaluation•grades•standardized test results•assessment of students' self-concept•school attendance•homework completion rates•classroom behaviors•disciplinary actions•detention and/or dropout rates <p>_____</p> <p>What was the impact on students?</p> <p>Level 5</p>

Information taken from Guskey's article *The Age of Our Accountability*



Section G-11



Individual Teacher Portfolios



Notes

Individual Teacher Portfolios

Just as Missouri public school students must “show that they know” through mastery of the Show-Me Performance Standards Process Goals, teachers are also requested to document that they have provided “quality work” and are accountable professionals who are continuously improving. The items selected by an individual teacher for their personal professional portfolio are evidence of these behaviors.

In deciding what to include in a portfolio, teachers must reflect on their best work and determine what represents that work. A portfolio can become, then, a manifestation of a teacher’s professional philosophy, showing written and perhaps video work. A portfolio assembled in the context of the framework for professional practice can achieve more than one put together without such a framework (Danielson, C., 1996, *Enhancing Professional Practice: A Framework for Teaching*, Princeton Education Associates, Princeton, NJ, p.38)

Teacher portfolios can serve many purposes: for supportive information for employment, to assist mentees or coaching endeavors with peers, to apply for certification upgrades and as a tool to initiate self-reflection on the quality and goals for professional growth.

The following INTASC Standards (Developed by the Interstate New Teacher Assessment and Support Consortium) can serve as a framework for organizing the portfolios:

Standard #1 - Knowledge of Subject Matter

The teacher understands the central concepts, tools of inquiry, and structure of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Standard #2 - Knowledge of Human Development and Learning

The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

Standard #3 - Adapting Instruction for Individual Needs

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Standard #4 - Multiple Instructional Strategies

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Standard #5 - Classroom Motivation and Management Skills

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard #6 - Communication Skills

The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.



Standard #7 - Instructional Planning Skills

The teacher plans instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Standard #8 - Assessment of Student Learning

The teacher understands and uses formal and informal assessment strategies to ensure the continuous intellectual, social, and physical development of the learner.

Standard #9 - Professional Commitment and Responsibility

The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community), and who actively seeks out opportunities to grow professionally.

Standard #10 - Partnerships

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.



Notes



Appendix H



Sample Professional Development Surveys



SAMPLE SURVEY

Is the Professional Development Program Design Effective?

On a scale of 1-5, rate the school or district organizational context on the following characteristics or components:

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5
<hr/>				
1. There is research to suggest that the content of the staff development programs will increase student learning.				
			1	2 3 4 5
2. Participants in staff development activities are involved in determining the topics and content.				
			1	2 3 4 5
3. The program leader is knowledgeable and has credibility with the participants.				
			1	2 3 4 5
4. The program includes a variety of activities designed for adult learners (active engagement, use of prior knowledge, working in teams, real world applications, choice of activities.)				
			1	2 3 4 5
5. The program includes continued support and follow-up activities (frequent and ongoing sessions, problem-solving implementation problems, expectations for implementation - not one shot events.)				
			1	2 3 4 5
6. The program expects and can demonstrate changes in teachers' classroom practices.				
			1	2 3 4 5
7. The program provides for challenging but not overwhelming changes in knowledge, skills, attitudes, and beliefs of participants.				
			1	2 3 4 5
8. Staff is receptive to professional development activities - they recognize the need; readiness has been developed.				
			1	2 3 4 5



9. Teachers are observed randomly to determine their use of an innovation and the innovations' effects on students.

1 2 3 4 5

10. Teacher and student outcomes for staff development activities are clearly and publicly stated.

1 2 3 4 5

11. The learning climate of professional development activities is collaborative, informal, and respectful.

1 2 3 4 5

12. Staff development includes activities other than "training workshops."

1 2 3 4 5

13. Staff and administrators are aware of the "implementation dip" (things often get worse before they get better).

1 2 3 4 5

14. All staff development training activities include theory, demonstration, practice with feedback, and coaching.

1 2 3 4 5

15. Each school can determine its own staff development activities rather than having uniform activities occurring throughout the system.

1 2 3 4 5

Overall Total: _____

Source: Guskey and Roy



SAMPLE SURVEY (CON'T.)

Program Content:

On a scale of 1-5, rate one staff development program on the following characteristics or components:

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5

Does the content of your staff development program:

- _____ 1. Have proof that it increases student learning?
- _____ 2. Have a research base similar to your situation, community, context?
- _____ 3. Have relevance to the site and did participants see the need?
- _____ 4. Prove to be compatible with other practices that are in use?
- _____ 5. Align with other site-based needs and instructional programs?
- _____ 6. Target student needs identified through a process of the collection and analysis of student/school performance data (action research process)?
- _____ 7. Allow for local “mutual adaptation” to ensure implementation and institutionalization?

Overall Total _____

Source: Guskey and Roy

**SAMPLE SURVEY (CON'T)****Organizational Context**

On a scale of 1-5, rate the school or district organizational context on the following characteristics or components:

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5

- _____ 1. A norm of experimentation exists which permits educators to try on new instructional practices and be protected if they fail in initial efforts.
- _____ 2. A norm of continuous improvement exists which sets by example that learning about teaching is never finished. Everyone continues to refine their skills and knowledge.
- _____ 3. Leadership advocates, encourages, and supports staff development through incentives and resources.
- _____ 4. Staff development programs are in concert with the school and district's strategic plan including mission, goals, and purpose.
- _____ 5. Staff development is funded by a line item in the budget.
- _____ 6. Administration and faculty have studied the change process to assist in planning and implementing effective staff development.

Overall Total: _____

Source: Guskey and Roy



What will be different as a result of the program?

Participant Outcomes:

Organizational Outcomes:

Student Outcomes:

Source: Guskey and Roy



The Rating Game

Notes

How good is your professional development program? Does your district just get by or does it overflow with abundant opportunities for educators to improve their professional practice? To find out, answer the questions below; total your score; and find out how you stack up.

- A.** We have a line item in our district's budget for staff development. _____ yes _____ no
- B.** We have a teacher orientation program designed to prepare new teachers for the first month of classes. _____ yes _____ no
- C.** Our mentor program is a two-year commitment for new teachers and allows for monthly observations and/or interactions with a veteran teacher. _____ yes _____ no
- D.** We provide a video taping service for teachers who wish to tape a lesson. _____ yes _____ no
- E.** We have a professional library stacked with professional books, magazines, video tapes, and audio tapes. _____ yes _____ no
- F.** Our staff development committee publishes an annual report to the school board. _____ yes _____ no
- G.** We have a building site PDC that makes major decisions at the building level regarding professional development activities. _____ yes _____ no
- H.** Teachers and administrators set yearly professional development goals. _____ yes _____ no
- I.** Teachers can submit proposals for individual professional growth to the site/district PDC. They get release time if approved. _____ yes _____ no
- J.** Our faculty has ongoing discussion groups on professional development issues. _____ yes _____ no
- K.** Teachers have regular and equal access to professional development programs, forms, publications, etc. _____ yes _____ no



- L.** Our professional development approach has both long-range and short-term goals tied to our school improvement plan. _____ yes _____ no
- M.** Our PDC plan is based on teacher survey, district data, and community input. _____ yes _____ no
- N.** Our bulletin board in each staff room is used exclusively to announce professional development opportunities. _____ yes _____ no
- O.** Our district PDC establishes regular meetings and annual training for new members. _____ yes _____ no
- P.** I model continuous upgrading of my own professional development and leadership skills. _____ yes _____ no

Give your district one point for each “yes” answer and read below for your rating.

If your district totaled between **0-5** “yes” responses, your professional development program is “AT RISK.” The program needs a major review and overhaul.

A score between **6-10** indicates your professional development program **NEEDS IMPROVEMENT**. Pick one of the areas that seemed most prominent to you and set a goal to achieve it. Write implementation plan and put it into action.

If you accumulated a “yes” score between **11-13**, your professional development program is **RESPECTABLE**. Continue to strengthen what you have going. Write about your efforts and present at conferences so others can benefit from your experiences.

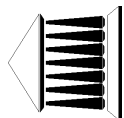
A score of **15 or 16** indicates you are ready for the Professional Development **HALL OF FAME**. Send me a silhouette of your head and shoulders so I can prepare your plaque. Congratulations!



Appendix I



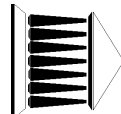
“School Portfolio” Continuums/ Scoring Guides for Planning



PROFESSIONAL DEVELOPMENT

	ONE	TWO	THREE	FOUR	FIVE
Approach	There is no professional development. Teachers, principals and staff are seen as interchangeable parts that can be replaced.	The "cafeteria" approach to professional development is used, whereby individual teachers choose what they want to take.	The school plan and student needs are used to target appropriate professional development for all employees. Staff is inserviced in relevant instructional and leadership strategies.	Professional development and data-gathering methods are used by all teachers and are directed toward the goals of continuous improvement. Teachers have on-going conversations about student achievement research. Other staff members receive training in their roles.	Leadership and staff continuously improve all aspects of the school structure through an innovative and comprehensive continuous improvement process that prevents student failures. Professional development is appropriate, supportive, collegial, effective, systemic and ongoing. Traditional teacher evaluations are replaced by collegial coaching and action research focused on essential student learning.
Implementation	Teacher, principal and staff performance is controlled and inspected. Performance evaluations are used to detect mistakes.	Teacher professional development is sporadic and unfocused, lacking in approach for implementing new procedures and processes. Some leadership training begins to take place.	Teachers are involved in year-round quality professional development. The school community is trained in shared decision-making, team-building concepts and effective communication strategies.	Teachers, in teams, continuously set and implement student achievement goals. Leadership considers these goals and ensures appropriateness of professional development. Teachers utilize effective support approaches as they implement new instruction and assessment strategies.	Teams passionately support each other in the pursuit of quality improvement at all levels. Teachers make bold changes in instructional and assessment strategies focused on essential student learnings and satisfaction. A "teacher as action researcher" model is implemented. Staff wide conversations focus on systemic reflection and improvement.
Outcome	No professional growth and no performance improvement. There exists a high turnover rate of employees. Attitudes and approaches filter down to students.	The effectiveness of professional development is not known or analyzed. Teachers feel helpless about making school-wide changes.	Teachers, working in teams, feel supported and begin to feel they can make changes. Evidence shows that shared decision-making works.	A collegial school is evident. Effective classroom strategies are practiced, articulated school-wide and are reflective of professional development aimed at ensuring student achievement.	True systemic change and improved student achievement result because teachers are knowledgeable of and implement effective teaching strategies for individual student learning styles, abilities, and situations. Teachers are sensitive to and apply approaches that work best for each student.

from The School Portfolio by Victoria Bernhardt, Eye on Education, 1999 ISBN 1-883001-64-1



STUDENT ACHIEVEMENT

ONE	TWO	THREE	FOUR	FIVE	
Instructional and organizational processes critical to student success are not identified. Little distinction of student learning differences is made. Some teachers believe that not all students can achieve.	Some data are collected on student background or performance trends. Learning gaps are noted to direct improvement of instruction. Student essential learnings are identified.	Essential student learnings and a continuum of learning throughout the school are identified and set up as standards. Student performance data are collected and compared to these standards in order to analyze how to improve learning for all students.	Data on student achievement is used throughout the school to pursue the improvement of student learning. Teachers collaborate to implement appropriate instruction and assessment strategies for meeting essential student learnings articulated across grade levels. All teachers believe that all students can learn.	School makes effort to exceed student achievement expectations. Innovative instructional changes are made to improve student achievement. Teachers are able to predict characteristics impacting student achievement and to know how to perform from a small set of internal quality measures.	Approach
All students are taught the same way. There is no communication with students about their academic needs or learning styles. There are no analyses of how to improve instruction.	Some effort is made to track and analyze student achievement trends on a schoolwide basis. Teachers begin to understand the needs and learning gaps of students.	Teachers study effective instruction and assessment strategies to increase their students' learning. Student feedback and analysis of achievement data are used in conjunction with implementation support strategies.	There is a systematic focus on the improvement of student learning and assessment strategies are implemented in each classroom. Teachers support one another with peer coaching and/or action research focused on implementing strategies that lead to increased achievement.	All teachers correlate critical instructional and assessment strategies with objective indicators of quality student achievement. A comparative analysis of actual individual student performance to essential student learnings is utilized to adjust teaching strategies to ensure a progression of learning for all students.	Implementation
There are wide variations in attitudes and achievement with undesirable results. Students are highly dissatisfied with learning. Student background is used as an excuse for low student achievement.	There is some evidence that student achievement trends are available to teachers and are being used. There is much effort, but minimal observable results in improving student achievement.	There is an increase in communication between students and teachers regarding student learnings. Teachers learn about effective instructional strategies that will meet the needs of their students. They make some gains.	Increased student achievement is evident schoolwide. Student morale, attendance and behavior are good. Teachers converse often with each other about preventing student failure. Areas for further attention are clear.	Students and teachers conduct self-assessments to continuously improve performance. Improvements in student achievement are evident and clearly caused by teachers' and students' understandings of individual student learning, linked to appropriate and effective instructional and assessment strategies. A continuum of learning results. No students fall through the cracks.	Outcome

from The School Portfolio by Victoria Bernhardt, Eye on Education, 1999, ISBN 1-883001-11-0

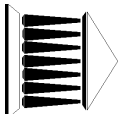


LEADERSHIP

ONE	TWO	THREE	FOUR	FIVE
Principal as decision-maker. Decisions are reactive to state, district, and federal mandates.	A shared decision-making structure is put into place and discussions begin on how to achieve a school vision. Most decisions are focused on solving problems and are reactive.	Leadership team is committed to continuous improvement. Leadership seeks inclusion of all school sectors and supports study teams by making time provisions for their work.	Leadership team represents a true shared decision-making structure. Study teams are reconstructed for the implementation of a comprehensive continuous improvement plan.	A strong continuous improvement structure is set into place that allows for input from all sectors of the school, district, and community, ensuring strong communication, flexibility, and refinement of approach and beliefs. The school vision is student-focused, based on data and appropriate for school/community values, and meeting student needs.
Principal makes all decisions, with little or no input from teachers, the community, or students. Leadership inspect for mistakes.	School values and beliefs are identified; the purpose of school is defined; a school mission and student learning standards are developed with representative input. A structure for studying approaches to achieving essential student learning standards is established.	Leadership is active on study teams and integrates recommendations from the teams' research and analyses to form a comprehensive plan for continuous improvement within the context of the school mission. Everyone is kept informed.	Decisions about the budget and implementation of the vision are made within teams, by the principal, by the Leadership team, and by the full staff as appropriate. All decisions are communicated to the Leadership team and the full staff.	The vision is implemented and articulated across all grade levels and into feeder schools. Quality standards are reinforced throughout the school. All members of the school community understand and apply the quality standards. Leadership team has systematic interactions and involvement with district administrators, teachers, parents, community, and students about the school's direction.
Decisions lack focus and consistency. There is little staff buy-in. Students and parents do not feel they are being heard. Decision-making process is clear and known.	The mission provides a focus for all school improvement and guides the action to the vision. The school community is committed to continuous improvement. Quality leadership techniques are used sporadically.	Leaders are seen as committed to planning and quality improvement. Critical areas for improvement are identified. Faculty feel included in shared decision-making.	There is evidence that the leadership team listens to all levels of the organization. Implementation of the continuous improvement plan is linked to student learning standards and the guiding principles of the school. Teachers are empowered.	Site-based management and shared-decision making truly exists. Teachers understand and display an intimate knowledge of how the school operates. Teachers support and communicate with each other in the implementation of quality strategies. Teachers implement the vision in their classrooms and can determine how their new approach meet student needs and lead to the attainment of student learning standards.

INFORMATION AND ANALYSIS

ONE	TWO	THREE	FOUR	FIVE	
Data or information about student performance and needs are not gathered in any systematic way; there is no way to determine what needs to change at the school, based on data.	There is no systematic process, but some teacher and student information is collected and used to problem solve and establish essential student learning standards.	School collects data on student performance (e.g., attendance, achievement) and conducts surveys on student, teacher, and parent needs. The information is used to drive the strategic quality plan for school change.	There is systematic reliance on hard data (including data for subgroups as a basis for decision making at the classroom level as well as at the school level.) Changes are based on the study of data to meet the needs of students and teachers.	Information is gathered in all areas of student interaction with the school. Teachers engage students in gathering information on their own performance. Accessible to all levels, data are comprehensive in scope, and an accurate reflection of school quality.	Approach
No information is gathered with which to make changes. Student dissatisfaction with the learning process is seen as an irritation, not a need for improvement.	Some data are tracked, such as drop-out rates and enrollment. Only a few individuals are asked for feedback about areas of schooling.	School collects information current and former students (e.g., student achievement and perceptions), analyzes and uses it in conjunction with future trends for planning. Identified areas for improvement are tracked over time.	Data are used to improve the effectiveness of teaching strategies on all student learning. Students' historical performances are graphed and utilized for diagnostics. Student evaluations and performances are analyzed by teachers in all classrooms.	Innovative teaching processes that meet the needs of students are implemented to the delight of teachers, parents, and students. Information is analyzed and used to prevent student failure. Root causes are known through analyses. Problems are prevented through the use of data.	Implementation
Only anecdotal and hypothetical information is available about student performance, behavior and satisfaction. Programs are solved individually with short-term results.	Little data are available. Change is limited to some areas of the school and dependent upon individual teachers and their efforts.	Information collected about student and parent needs, assessment and instructional practices are shared with the school staff and is used to plan for change. Information helps staff understand pressing issues, analyze information for "root causes," and how to track for results for improvement.	An information system is in place. Positive trends begin to appear in many classrooms and schoolwide. There is evidence that these results are caused by understanding and effectively using data collected.	Students are delighted with the school's instructional processes and proud of their own capabilities to learn and assess their own growth. Good to excellent achievement is the result for all students. No student falls through the cracks. Teachers use data to predict and prevent potential problems.	Outcome





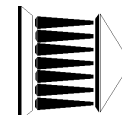
QUALITY PLANNING

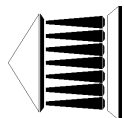
Outcome	Implementation	Approach
		<p>ONE</p> <p>No quality plan or process exists. Data are neither used nor considered important in planning.</p> <p>TWO</p> <p>The staff realizes the importance of a mission, vision, and one comprehensive action plan. Teams develop goals and timelines, and dollars are allocated to begin the process.</p> <p>THREE</p> <p>A comprehensive school plan to achieve the vision is developed. Plan includes evaluation and continuous improvement.</p> <p>FOUR</p> <p>One focused and integrated schoolwide plan for implementing a continuous improvement process is put into action. All school efforts are focused on the implementation of this plan that represents the achievement of the vision.</p> <p>FIVE</p> <p>A plan for the continuous improvement of the school, with a focus on students, is put into place. There is excellent articulation and integration of all elements in the school due to quality planning. Leadership team ensures all elements are implemented by all appropriate parties.</p>
There is no evidence of comprehensive planning. Staff work is carried out in isolation. A continuum of learning for students is absent.	There is no knowledge of or direction for quality planning. Budget is allocated on an as-needed basis. Many plans exist.	<p>School community begins continuous improvement planning efforts by laying out major steps to a shared vision, by identifying values and beliefs, the purpose of the school, a mission, vision and student learning standards.</p> <p>Implementation goals, responsibilities, due dates and timelines are spelled out. Support structures for implementing the plan are set in place.</p> <p>The quality management plan is implemented through effective procedures in all areas of the school. Everyone knows what she/he needs to do, and when it needs to be done to accomplish the school goals.</p> <p>Schoolwide goals, mission, vision, and essential student learning standards are shared and articulated throughout the school and with feeder schools. The attainment of identified essential student learning standards is linked to planning and implementation of effective instruction that meets students' needs.</p>
	The school community understands the benefits of working together to implement a comprehensive continuous improvement plan.	<p>There is evidence that the school plan is being implemented in some areas of the school. Improvements are neither systematic nor integrated.</p> <p>A schoolwide plan is known to all. Results from working toward the quality improvement goals are evident throughout the school.</p> <p>Evidence of effective teaching and learning results in significant improvement of student achievement attributed to quality planning at all levels of the school organization. Teachers understand and share the school mission and vision, the impact and importance of quality planning, and accountability.</p>

CONTINUOUS IMPROVEMENT AND EVALUATION

ONE	TWO	THREE	FOUR	FIVE	
Neither goals nor strategies exist for the evaluation and continuous improvement of the school organization or for elements of the school organization.	The approach to continuous improvement and evaluation is problem-solving. If there are no problems, or if solutions can be made quickly, there is no need for improvement or analysis. Changes in parts of the system are not coordinated with all other parts.	Some elements of the school organization are evaluated for effectiveness. Some elements are improved on the basis of the evaluation of findings.	All elements of the school's operations are evaluated for improvement and to ensure congruence of the elements with respect to the continuum of learning students experience.	All aspects of the school organization are rigorously evaluated and improved on a continuous basis. Students, and the maintenance of a comprehensive learning continuum for students, become the focus of all aspects of the school improvement process.	Approach
With no overall plan for evaluation and continuous improvement, strategies are changed by individual teachers and administrators only when something sparks the need to improve. Reactive decisions and activities are a daily mode of operation.	Isolated changes are made in some areas of the school organization in response to problem incidents. Changes are not preceded by comprehensive analyses, such as an understanding of the root causes of problems. The effectiveness of the elements of the school organization, or changes made to the elements, is not known.	Elements of the school organization are improved on the basis of comprehensive analyses of root causes of problems, client perceptions, and operational effectiveness of processes.	Continuous improvement analyses of student achievement and instructional strategies are rigorously reinforced within each classroom and across learning levels to develop a comprehensive learning continuum for students and to prevent student failure.	Comprehensive continuous improvement becomes the way of doing business at the school. Teachers continuously improve the appropriateness and effectiveness of instructional strategies based on student feedback and performance. All aspects of the school organization are improved to support teacher's efforts.	Implementation
Individuals struggle with system failure. Finger pointing and blaming others for failure occurs. The effectiveness of strategies is not known. Mistakes are repeated.	Problems are solved only temporarily and few positive changes result. Additionally, unintended and undesirable consequences often appear in other parts of the system. Many aspects of the school are incongruent, keeping the school from reaching its vision.	Evidence of effective improvement strategies is observable. Positive changes are made and maintained due to comprehensive analyses and evaluation.	Teachers become astute at assessing and in predicting the impact of their instructional strategies on individual student achievement. Sustainable improvements in student achievement are evident at all grade levels, due to continuous improvement.	The school becomes a congruent and effective learning organization. Only instruction and assessment strategies that produce quality student achievement are used. A true continuum of learning results for all students.	Outcome

for Student Success





PARTNERSHIP DEVELOPMENT

	ONE	TWO	THREE	FOUR	FIVE
Approach	There is no system for input from parents, business or community. Status quo is desired for managing the school.	Partnerships are sought, but mostly for money and things.	School has knowledge of why partnerships are important and seeks to include businesses and parents in a strategic fashion related to essential student learning standards for increased student achievement.	School seeks effective, win-win, business and community partnerships and parent involvement to implement the vision. Desired outcomes are clearly identified. A solid plan for partnership development exists.	Community, parent and business partnerships become integrated across all student groupings. The benefits of outside involvement are known by all. Parent and business involvement in student learning is refined. Student learning regularly takes place beyond the school walls.
Implementation	Barriers are erected to close out involvement of outsiders. Outsiders are managed for least impact on status quo.	A team is assigned to get partners and to receive input from parents, the community, and business.	Involvement of business, community, and parents begins to take place in some classrooms and after school hours related to the vision. Partners begin to realize how they can support each other in achieving school goals. School staff understands what partners need out of the partnership.	There is a systematic utilization of parents, community and businesses schoolwide. Areas in which the active use of these partnerships benefits student learning are clear.	Partnership development is articulated across all student groupings. Parents, community, business and educators work together in an innovative fashion to increase student learning and to prepare students for the 21st Century. Partnerships are evaluated for continuous improvement.
Outcome	There is little or no involvement of parents, business, or community at large. School is a closed, isolated system.	Much effort is given to establishing partnerships. Some spotty trends emerge, such as receiving donated equipment.	Some substantial gains are achieved in implementing partnerships. Some student achievement increases can be attributed to this involvement.	Gains in student satisfaction with learning and school are clearly related to partnerships. All partners benefit.	Previously non-achieving students enjoy learning, with excellent achievement. Community, business, and home become common places for student learning, while school becomes a place for student learning, while school becomes a place where parents come for further education. Partnerships enhance what the school does for students.

from The School Portfolio by Victoria Bernhardt, Eye on Education, 1999 ISBN 1-883001-64-1



Appendix J

Interstate School Leaders Licensure Consortium (ISLLC) Standards



Notes

Interstate School Leader Licensure Consortium (ISLLC) Standards

Standard 1

A school administrator is an educational leader who promotes the success of all students by **facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.**

Standard 2

A school administrator is an educational leader who promotes the success of all students by **advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.**

Standard 3

A school administrator is an educational leader who promotes the success of all students by **ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.**

Standard 4

A school administrator is an educational leader who promotes the success of all students by **collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.**

Standard 5

A school administrator is an educational leader who promotes the success of all students by **acting with integrity, fairness, and in an ethical manner.**

Standard 6

A school administrator is an educational leader who promotes the success of all students by **understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.**



Appendix K

Directory of Regional Professional Development Centers (RPDCs)



Notes

Regional Professional Development Center

Department of Elementary and Secondary Education

Leadership Academy	(573) 751-6833
Accelerated Schools	(573) 751-3168
RE: Learning	(573) 751-3168
STARR	(573) 526-6650
State Supervisor of Instruction	(573) 751-4426
Special Education Program Development	(573) 751-8165
MAP	(800) 845-3545

Region I

Southeast RPDC (S.E.M.O. Cape Girardeau)	(800) 401-6680
Accelerated Schools	(573) 986-6130
STARR	(573) 651-5956
MAP	(573) 651-2011
State Supervisor of Instruction	(573) 651-2640

Region II

Heart of Missouri RPDC (U.M.C. Columbia)	(800) 214-2753
Accelerated Schools	(573) 884-0096
STARR	(800) 551-0959
MAP	(800) 413-2816
State Supervisor of Instruction	(573) 751-2603
Center for Innovation in Special Education	(800) 976-2473
Reading Consortium	(573) 884-0143

Region III

Kansas City RPDC (U.M.K.C.)	(800) 555-9048
Accelerated Schools	(816) 235-2442
STARR	(816) 235-2483
MAP	(816) 235-2497
State Supervisor of Instruction	(816) 505-3584
Safe Schools	(816) 235-5656
Technical Center for Special Education	(800) 872-7066

Region IV

Northeast RPDC (Truman State University)	(888) 878-7732
Project Specialist	(660) 785-4448
Accelerated Schools	(573) 221-4116
STARR	(888) 878-7732
MAP	(660) 785-7599
State Supervisor of Instruction	(660) 385-5302
Re: Learning	(573) 884-0096
Goals 2000 Mathematics Project	(660) 785-7496



Region V

Northwest RPDC (N.W.M.S.U. Maryville)	(800) 663-3348
Accelerated Schools	(816) 235-2442
STARR	(660) 562-1996
MAP	(800) 772-0236
State Supervisor of Instruction	(660) 726-3765
Project Assistant/Technology	(660) 562-1908
Project Assistant Continuing Education	(660) 562-1909
General Project Assistant	(660) 562-1995
General Project Assistant/Accounting	(660) 562-1691
Reading Recovery	(660) 785-7638

Region VI

South Central RPDC (U.M.R. Rolla)	(800) 667-0665
Accelerated Schools	(417) 836-4493
STARR	(800) 667-0665
MAP	(800) 667-0665
State Supervisor of Instruction	(573) 751-2603
Reading Consultant	(800) 667-0665
Technology Coordinator	(800) 667-0665

Region VII

Southwest RPDC (S.M.S.U.)	(800) 735-3702
Accelerated Schools	(417) 836-8865
STARR	(417) 836-8868
MAP	(417) 836-8867
State Supervisor of Instruction	(417) 836-8862
MRI	(417) 836-8864
MMI	(417) 836-8873
Outreach Coordinator	(417) 836-8857
Program Coordinator	(417) 836-8858

Region VII

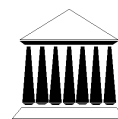
St. Louis RPDC (CSD Staff Development Division)	(800) 835-8282
Network Director	(800) 835-8282
Professional Development School Collaborator Director	(314) 692-9731
Accelerated Schools	(314) 516-6867
STARR	(314) 692-9733
MAP	(314) 516-6628
State Supervisor of Instruction	(314) 423-4472
International Education Consortium	(314) 692-9701
Leadership Programs	(314) 692-9729
Character Plus	(314) 692-9728
Teacher's Academy	(314) 692-9717



Notes

Region IX

Central RPDC (C.M.S.U.)	(800) 762-4146
Research & Pedagogy	(660) 543-8241
Director of Literacy	(660) 543-4611
STARR	(660) 543-8242
MAP	(800) 717-0605
State Supervisor of Instruction	(660) 543-8243
Professional Development Schools	(800) 462-4146
Teacher's Academy	(800) 762-4146



Appendix L



National Board for Professional Teaching Standards (NBPTS): Core Propositions



Notes

The National Board Five Core Propositions of Accomplished Teaching

The National Board seeks to identify and recognize teachers who effectively enhance student learning and demonstrate the high level of knowledge, skills, abilities, and commitment reflected in these five core propositions:

1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach and how to teach those subjects to students.
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of learning communities.



Appendix M

Missouri Colleges and Universities Phone Numbers



Notes

Avila College (816) 942-8400, Ext. 2263
Central Methodist College (660) 248-6337
Central Missouri State University (660) 543-4272
College of the Ozarks (417) 334-6411, Ext. 4252
Columbia College (573) 845-7632
Crowder College (417) 451-3223
Culver-Stockton College (214) 231-6433
Drury University (417) 873-7271
East Central College (314) 583-5195, Ext. 2311
Evangel University (417) 865-2811, Ext. 8244
Fontbonne College (314) 886-4512
Hannibal-LaGrange College (573) 221-3675, Ext. 296
Harris-Stowe College (314) 340-3662
Jefferson College (636) 797-3000
Lincoln University (573) 681-5250
Lindenwood University (636) 916-7411
Maryville University (314) 529-9486
Metropolitan Community College-Blue River (816) 655-6767
Metropolitan Community College-Longview (816) 672-2210
Metropolitan Community College-Maple Woods (816) 437-3225
Metropolitan Community College-Penn Valley (816) 759-4343
Mineral Area College (573) 431-4593, Ext. 320
Missouri Baptist College (314) 434-1115, Ext. 2313
Missouri Southern State College (417) 625-9314
Missouri Valley College (660) 831-4170
Missouri Western State College (816) 271-4448
North Central Missouri College (660) 359-3948, Ext. 300
Northwest Missouri State University (660) 562-1671
Park University (816) 741-2000, Ext. 6727
Rockhurst University (816) 501-4885
State Fair Community College (660) 530-5800, Ext. 319
St. Charles County Community College (636) 922-8000, Ext. 4344
St. Louis Community College-Florissant Valley (314) 595-4390
St. Louis Community College-Forest Park (314) 644-9636
St. Louis Community College-Meramec (314) 984-7681
St. Louis University (314) 977-7112
Southeast Missouri State University (573) 651-2123
Southwest Baptist University (417) 328-1713
Southwest Missouri State University (417) 836-5254
Stephens College (573) 876-7260
Three Rivers Community College (573) 876-7260
Truman State University (660) 785-4383
University of Missouri-Columbia (573) 882-7832
University of Missouri-Kansas City (816) 235-2236
University of Missouri-Rolla (573) 341-4692
University of Missouri-St. Louis (314) 516-5109
Washington University (314) 935-6730
Webster University (314) 968-7423
Westminster College (573) 592-5201
William Jewell College (816) 781-7700, Ext. 5494
William Woods University (573) 592-4368



**Members of the Professional
Development Guidelines
Design Committee**



PROFESSIONAL DEVELOPMENT GUIDELINES DESIGN COMMITTEE

The Professional Development Guidelines Design Committee has attempted to revise these guidelines with two goals in mind: make them easy to use and provide the information needed to help local efforts in building effective professional development programs that support the district's Comprehensive School Improvement Plan (CSIP).

This major undertaking was accomplished through the dedicated efforts of many educators from throughout the state. Their names are listed below. Those who served as committee chairpersons are as follows: Joan Beard, Dr. Joyce Dana, Judy English, Lin Everett, and Cindy Whitaker. Dr. Robert Bell chaired the work of the total committee.

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Professional Development
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Dr. W. Robert Bell

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DESE
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Glenridge Elementary
School
Clayton School District
Clayton, MO

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Coordinator of Staff
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St. Louis, MO

Suggestions!

The professional development guidelines will be updated regularly. We are interested in making the guidelines a useful tool for those involved with professional development. We seek your suggestions for improvement. Please send any suggestions to:

State Department of Elementary and Secondary Education
Director of Professional Development
Post Office Box 480
Jefferson State Office Building
Jefferson City, Missouri 65102-0480